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ABSTRACT

This citizenship preparation curriculum from Missouri's English Language and Literacy Center focuses on history, the government, and the Immigration and Naturalization Service (INS) N-400 form. It includes changes made by the INS to the N-400, including the expanded "good moral character" section. The curriculum addresses a broad array of applicants, offering guidelines for classes that include students with English speaking competence ranging from speech proficiency level I-VIII, with general educational backgrounds from elementary to graduate school, and from culturally disparate backgrounds. It addresses students' varying needs by posing issues contained in the INS 100 questions study guide in the form of questions to the teacher. Five sections include the following: (1) "What is Citizenship? Assessing Readiness"; (2) "Assessing Readiness: Resources"; (3) "History and Government: Syllabus Planning"; (4) "History and Government: Resources"; and (5) "The New N-400: Guidelines for Teachers." Two appendixes offer the N-400 form and sample INS questions. A series of case studies, all written in simple language, provide questions for students to practice the good moral character section of the N-400. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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Curriculum For Citizenship

(History, Government & the N-400)

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OVERVIEW

The Federal Department of Education defined civics education in its November 1999 Request for Proposals as:

> *'An education program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.'*

Using this definition, the three parts of this series contain an extensively annotated bibliography of ESL citizenship preparation books (released in February 2002 through the Spring Institute, Denver; CO); the following curriculum for citizenship preparation; and another curriculum (to be released shortly) for civics classes. Each section of the curricula cross-references to the bibliography.

The bibliography lists in-print, that is, Fall 2001 ESL citizenship preparation materials. To optimize its usefulness, following a full-page description of each text, four tables compare the most commonly used for specific issues of citizenship content at selected SPL (Student Performance Levels).

The citizenship curriculum addresses the broadest possible array of applicants. Teachers will find guidelines for their citizenship classes that include students with English speaking competence ranging from SPL I-VIII, with general educational backgrounds from elementary to graduate school and from culturally disparate backgrounds. This curriculum addresses these varying needs by posing the issues contained in the INS 100 questions study guide in the form of questions to the teacher. In targeting and responding to specific questions, instructors can address each issue at the ability level of the students besides using the approach and materials best suited to their own classroom.

Some students have no clear idea what citizenship is or what they are about to undertake morally and legally in applying to change it. Because the continuation of program funding in many cases can depend on the successful outcome of the applications, the curriculum starts with a section on '*Is the student really ready for citizenship?* that provides a useful filter before enrollment.

INS (Immigration and Naturalization Service) has made two important changes to the citizenship application process starting in 2002. They have changed the application form and significantly raised the cost of applying.

The new N-400 form - besides format changes that improve readability -includes an extensively expanded '*good moral character*' section. This change is significant because it is from this expanded section that the INS interviewer may quiz the applicant to establish that each applicant can demonstrate a knowledge and understanding of U.S. history and government and additionally that the applicant is of good moral character.

Many students conclude that mastering the INS 100-questions is the complete answer to their Naturalization process. In fact, other key elements in a successful application include literacy, English language fluency and "attitude". Literacy is critically important in filling in the N-400 fully and truthfully. A further measure of literacy comes with a dictation test at the time of the interview and reading aloud a selection chosen by the interviewer. Students need good English language fluency skills to understand the interviewer's questions and frame answers to them. "Attitude", or the ability to withstand questioning and keep a positive attitude at the interview and continue even after the applicant may have made a mistake, is essential.

The application fee has been raised (as of February 2002) to $260 and the fingerprint fees to $50 per person. The INS' intention has long been to have all fingerprints read by the FBI (Federal Bureau of Investigation). Thus, applicants who may have a criminal history or an outstanding income tax bill in another state may have to explain actions long "forgotten".

This curriculum incorporates the changes made by the INS to the N-400, including the expanded 'good moral character' section. As yet, few textbooks offer guidance for teachers on addressing the issues in Section 10 (the good moral character) of the N-400. To address this gap, the curriculum therefore includes a series of case studies all written in simple language that the teacher can photocopy and use with the appropriate questions for the students to practice on. Also included are directions to the applicants from the INS' *A Guide to Naturalization, Form M-476* and from the *INS' "Instructions" for completing the Application for Naturalization.* This information will help instructors to guide students appropriately. The Flesch-Kincaid Grade Level scale - part of the Microsoft Word Tools menu - measures the language complexity. In an Appendix, sections from the N-400 are available for students to practice completing with information from the case studies.

FOCUS:

SECTION 1: What is Citizenship? Assessing Readiness

1) What is "citizenship"?

Citizenship is an abstract concept that students frequently misunderstand. Some students believe that citizenship is merely a ticket to long-term government support; others join the citizenship class in response to family or peer pressure; or maybe they just want a passport in order to travel. Applicants need to understand the many issues involved in a change of citizenship, for instance, accounting for all their residences and jobs, the expense, the commitment to a different value system, the importance of voting and of actively participating in their community. All applicants need an opportunity to consider the issues and decide for themselves whether this really significant and (for many) expensive step is one they wish to take.

2) What other affiliations does the applicant have (familial, religious, political)?

Will these affiliations make him (or her) feel a sense of betrayal of family still in the country of origin by swearing allegiance to a different set of values and loyalties? On the other hand, some welcome the opportunity to embrace a new identity.

3) Is the applicant willing, *in all sincerity*, to give up his or her present citizenship in order to become a U.S. citizen?

The Oath of Allegiance, with its promise to give up loyalty to all other governments is daunting to some applicants. They need time to consider the implications and an opportunity to talk through the issues it may raise for them.

4) Will the applicant be able to promise, *in all honesty*, to "bear arms" on behalf of the U.S.?

Again, the Oath of Allegiance with its required avowal to bear arms on behalf of the U.S. is a stumbling block to citizens of some countries, particularly those involved in armed conflict with the U.S.

5) Does the applicant currently have sufficient literacy to pass the dictation test given at the INS interview?

Many students and teachers think that literacy can be very quickly taught. However, anyone who has lived in this country five or more years and is not yet literate will probably need more than a short semester of citizenship instruction to remedy the problem. Will this candidate be able to attend intensive literacy training and improve sufficiently in that time to take and pass a written test at the INS Office?

6) Does the applicant currently have the oral skills to understand, answer and clarify questions at the INS interview?

After approximately two years in this country, most students have developed successful communication strategies. Unfortunately, this may involve having a friend or relative translate, or talking only within their own language community. The INS Oral Interview requires that candidates (unless an applicant falls into an age and language exception category) understand the colloquial English of the interviewer; clarify phrases/words they do not understand, and phrase answers that the Interviewer can understand. It also involves dealing in abstract concepts that may have no parallel in their own educational background.

7) How much time each week can/will the applicant and the program dedicate to instruction and training?

Some citizenship programs meet only once or twice a week. While this schedule may be at the request of the students, instructors and administrators need to keep in mind that this provides students five or six days to forget that short period of instruction.

8) How will your program assess applicants' readiness to apply for citizenship?

To maximize your program's effectiveness and ensure successful citizenship application outcomes, assessment of all of the readiness "steps" needs frequent monitoring and students need feedback on their progress. While it is true that some INS interviewers are reported to be more forgiving than others, all students deserve to enter the interview able to understand and respond to rigorous but fair questioning.

SECTION 2: Assessing Citizenship Readiness: Resources

	English Through Citizenship: Beginning Level by Elaine Kirn (Delta Systems: 1989)SPL 1-2	Entry into Citizenship by Becker and Siegel (McGraw-Hill/ Contemporary: 2000) SPL 3+	Passport to Success in the US by Petherbridge-Hernandez and O'Donnell (J.Weston Walch: 1997) SPL 3+	Voices of Freedom by Molinsky and Bliss (Prentice Hall Regents: 1994) SPL 4+	By the People, For the People by Short, Seufert-Bosco and Grognet (CAL, 1995) SPL 4	Citizenship: Ready for the Interview: Weintraub, (New Readers Press: 2002)	A Guideto Naturalization: Dept. of Justice, INS, 2000
1. What is "citizenship"?	Unit 1	Unit 2	Ch. 1	Ch. 1	p. 127-136	p. 8	Ch. 2
2. What other affiliations does the applicant have (familial, religious, political)?	Unit 1	Unit 4	Ch 1, Ch.7 Parts 8 & 9	Ch. 1	No	p. 84	No
3. Is the applicant willing, *in all honesty*, to give up his or her present citizenship in order to become a U.S. citizen?	No	No	Ch. 1	No	p.150-152	p.109-115	p. 28
4. Will the applicant be able to promise, *in all honesty*, to "bear arms" on behalf of the U.S.?	No	Unit 4	Ch. 1	No	p.150-152	p.109-115	p. 38
5. Does the applicant have sufficient literacy to pass the dictation test given at the INS interview?	CASAS BEST						
6. Does the applicant currently have the oral skills to understand, answer and clarify questions at the INS interview?	Unit 1	Unit 9	Ch. 1	Unit A	p.137-143	p.12-15	p.26
7. How much time each week can/will the applicant and the program dedicate to instruction and training?	Recommended: minimum of three 90-minute periods per week until competence is reached.						
8. How will your program assess citizenship applicants' readiness to apply for citizenship?	CASAS BEST						

SECTION 3: History and Government: Syllabus Planning

FOCUS:

Knowledge of U.S. history is one of the essential ingredients of the Citizenship application process. For the purposes of naturalization, U. S. history and the structure of government are intertwined. So, while it may be necessary to split the topics into two separate components, taught even in separate classes, U.S. history provides a usable bridge to the organization of U. S. government.

Tempting though it may be to teach by rote memorization, that method is like using a carefully memorized French phrase book in France. It only works if the French stick to their part of the dialog. Otherwise, when the INS interviewer says, "Tell me about the first ten amendments to the Constitution" instead of asking the usual classroom question, "What is the Bill of Rights?" your student may be ill-prepared to answer.

The questions in the curriculum are directed at the teachers, but the book references lead to texts that will provide the instructional material for students. More information about citizenship preparation materials can be found in the annotated bibliography (the first document in this series). Although all of the 36 texts could not be referenced within this curriculum, a selection of the texts has been included with relevant sections identified by the topic question to help teachers with their book choices.

One of the goals of this curriculum is to help instructors set lesson-by-lesson objectives for their students and ensure outcomes that lead to participatory citizenship. If students are to become true participants and citizens of the U.S. then they need more than having the significant words of a text merely run by them. Thus, this curriculum encourages teachers to take students beyond catechism and into a deeper and richer understanding of U. S. citizenship.

Therefore, just as teachers set performance standards for their students, they also need to set performance standards for themselves as they consider their lesson content, preparation and presentation. The curriculum is written as a series of questions so that, as teachers consider each topic, they can select texts from the bibliography and construct lessons that best suit the current teachability of their own students. Further, they can choose a teaching approach recognizing that what might work with a group of literate, English language-competent, 20-30 year olds, may need refining for a group of reluctant learners from a community of seniors.

SECTION 4: History and Government: Resources

FOCUS: ***The Pilgrims, the early Colonists and the American Revolution***	Citizenship: Passing the Test by Weintraub (New Readers Press, 1998) SPL 2	Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch, 1997) SPL 3+	The Uncle Sam Activity Book by Bohlman and Porter (Contemporary Books: 2000) SPL 3+	Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary, 2000) SPL 3+	English Through Citizenship by Kim Intermediate B (Delta: 1989) SPL 3-4	By the People, For the People by Short, Seufert-Bosco and Grognet (CAL, 1995) SPL 4	Getting Your Citizenship by Echaore-McDavid and Roderman (Contemporary Books, 2000) SPL 4	Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents, 1994) SPL 4+	Handbook for Citizenship by Seely (Prentice Hall Regents, 1989) SPL 5	Preparing for Citizenship by Roy (Phillip Roy, 1998) SPL 6
1. What main reasons brought the Pilgrims, the early English Colonists, the Spanish and the French to the U.S.? ▪ How were the goals of the Plymouth Rock settlers different from the Jamestown settlers? ▪ What was the relationship of the Colonists to the Indians? ▪ When were slaves first brought to the colonies? What need did slavery meet?	Ch. 2	Ch. 3	Unit 2, 3	Unit 5	Module 10 B	Part 1: Lesson 5	Lesson 1	Ch. 6	p. 22	Ch. 1
2. In what ways was the English government of the colonies a powerful and unifying force at the beginning? ▪ What needs did the English Army meet? ▪ What was the effect of a central system of laws?	Ch. 2	Ch. 3	Unit 3	Unit 5	Module 10 B	No	Lesson 1	No	No	Ch. 2

The Pilgrims, the early Colonists and the American Revolution	Citizenship: Passing the Test. SPL 2..	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
3. What issues alienated the Pilgrims and early Colonists from the English colonial government? ▪ What is "taxation without representation"? ▪ What freedoms did the colonial government limit? ▪ Where were trials sometimes held and why did this concern the colonists? ▪ How long was the English Parliament's response time to colonists' requests? Why did this concern the colonists?	Ch. 3	Ch. 3	Unit 4	Unit 5	Module 10 C	No	Lesson 2	Ch. 7	p. 27	Ch. 2
4. Locate the early colonies on a map. ▪ How did their governments differ? ▪ Where were the French and Spanish settlements? What was it about their location and proximity to each other that concerned the settlers? ▪ Why were the early English colonial settlements limited to the east coast? ▪ What was west of those Colonies?	Ch. 3	(No maps) See Ch. 3	Unit 4	Unit 5	Module 10 B	No	Lesson 3	Ch. 6	pp. 7 & 22	Ch. 1
5. What is government? ▪ What systems exist to unite people's different goals into one constructive purpose?	Ch. 1	No	Unit 5	No	Module 7 A	Part 1; Lesson 1	Lesson 3	Ch. 5	pp. 48, 49	Ch. 3
6. What is meaning of the colors and design of the U.S. flag? ▪ What do the red, white and blue colors represent? ▪ How many stripes are there? ▪ What do they represent? ▪ How many stars are there? ▪ What do they represent?										

The Declaration of Independence, the Constitution, the establishment of government and the Bill of Rights	Citizenship: Passing the Test. SPL 2.	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
7. What revolutionary new ideas were contained in the Declaration of Independence? ▪ What were the people's "unalienable rights"? ▪ In what way did the colonists place themselves at risk by signing the Declaration of Independence? ▪ What message did the Declaration send to the English government?	Ch. 3	No	Unit 4; pp. 70, 71	Unit 5	No	No	Lesson 5	Ch. 7	No	No
8. What was the purpose of the Declaration of Independence? ▪ How did the Declaration rally the Colonists to a common cause? ▪ What were the common ideals it presented?	Ch. 3	Ch. 3	Unit 4; pp. 70, 71	Unit 5	No	No	Lesson 5	Ch. 7	p. 28	No
9. What do we celebrate on July 4th? ▪ Why do we celebrate?	Ch. 3	Ch. 3	No	Unit 5	Bk A. Module 2B	No	Lesson 6	Ch. 7	p. 28	p. 19
10. What is a Constitution? ▪ How can people understand and support their government's goals?	Ch. 6	Ch. 4	Unit 5, pp.77-79	Unit 8	Bk A. Module 6 A	Part 1: Lesson 22	Lesson 7	Ch. 5	p. 30, 42	Ch. 3
11. What does the original U. S. Constitution document contain? ▪ How many Articles does it contain? ▪ How do the Articles define the organization of government? ▪ How does the Constitution's organization of government correct the weaknesses of the Articles of Confederation? ▪ How can we change the Constitution? ▪ Why might we **want** to change it?	Ch. 4	Ch. 4	Unit 5	Unit 8	Bk. A, Module 6A	Part 1, Lesson 4	Lesson 8	Ch. 5	pp. 30, 42	No

The Declaration of Independence, the Constitution, the establishment of government and the Bill of Rights	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
12. Why do we have three branches of government? ▪ How did the Colonists try to ensure that power was never again confined to one section of government? ▪ How are the branches different? ▪ What offices of government are in each section? ▪ How do they interact?	No	Ch. 4	Unit 6	Unit 9	Bk. A, Module 6 A	Part 1, Lesson 19	Lesson 8	No	pp. 30, 42	Ch. 3
13. What are the advantages and disadvantages of State's Rights? ▪ What are federal responsibilities? ▪ What are state responsibilities? ▪ Why are the responsibilities divided between federal and the states?	Ch. 6	Ch. 4	No	No	Bk. A, Module 8 B	Part 1, Lesson 19	No	No	p. 64	Ch. 3
14. What protections does the Bill of Rights provide? ▪ Which sections of society do the first 10 Amendments protect?	Ch.3,4	Ch. 3 & 4	Unit 5	Unit 8	Bk. A, Module 6 B	Lesson 5	Lesson 8	Ch.5	pp.44 & 46	Ch. 3

Focus: Westward Expansion and the Civil War

15. What events spurred U.S. growth beyond the original 13 colonies? ▪ What was the U.S. population after the American Revolution? ▪ What was the effect of the Louisiana Purchase?	Ch. 4, 5	Ch. 3	No	No	Bk. A, Module 10 D	No	Lesson 11	Ch. 9	No	Ch. 4

Westward Expansion and the Civil War	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Intern. SPL 3+	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
16. What issues caused the Civil War? • Why did the northern states develop an industrial economy? • What was the staple of the southern states' economy? • How did these different economies bring the North and the South into conflict? • How many slaves were freed by the 1863 Emancipation Proclamation?	Ch. 4	Ch. 3	Unit 7	Unit 6	Bk. A, Module 10 E	No	Unit 4	Ch. 10	No	Ch. 4
17. What was your state's role in the Civil War? • What other states fought on the same side as your state? • Which states fought for the South or Confederacy?	No	No	Unit 7, 102	Unit 6	Bk. A, Module 10 E	No	Unit 4	No	No	Ch. 4
18. What was the 13th Amendment? • What was the effect of the 13th Amendment? • Why was the 14th Amendment necessary? • Why was the 15th Amendment necessary? • What was the role of the Ku Klux Klan?	Ch. 4	Ch. 4	No	Unit 6	Bk. A, Module 10 F	Part 1, Lesson 6	No	Ch. 9	p. 46	Ch. 4

Focus: the 20th Century

19. Why did the U.S. insist on an "isolationist" policy during the period 1914-1917? • What countries in Europe were involved in World War I? • Why did the U.S. enter World War I in 1917? • What was the Zimmerman telegram?	No	Ch. 3	Unit 8	No	Bk. A, Module 10 G	No	No	Ch. 10	No	Ch. 5

The Twentieth Century	Citizenship: Passing the Test. SPL 2..	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
20. What issues brought the countries of Europe, Great Britain and Asia into war again in 1939? • Which countries of Europe and Asia were involved in World War II? • How did the Depression add to the U.S. reluctance to enter the war? • What effect on U.S. isolationism did the bombing of Pearl Harbor have?	Ch. 5	Ch. 3	Unit 8	No	Bk. A, Module 10 G	No	No	Ch. 10	No	Ch. 5
21. Where did the meetings of the United Nations take place? • Why weren't the League of Nations buildings in Geneva used for meetings to discuss the structure of world peace after World War 2?	Ch. 5	Ch. 3	Unit 8	Unit 7	Bk. A, Module 10 G	No	Lesson 16	Ch. 10	No	Ch. 5
22. What prompted the U.S. to send troops into Vietnam? • What effect did the Battle of Dien Bien Phu have on the war in Vietnam? • What role did Laos and Cambodia play in the war • How/When did the war end?	Ch. 5	Ch. 3	Unit 8	Unit 7	Bk. A, Module 10 H	No	No	Ch. 10	No	Ch. 5
23. What were the goals of the Civil Rights Movement? • Why did Rosa Parks refuse to give up her seat on the bus? What happened afterwards? • What was Dr. Martin Luther King Jr's strategy for changing discrimination? • How was Malcolm X's strategy different? • What important changes had to be made in the federal commitment to Civil Rights? • What did the Civil Rights Act of 1964 ensure?	Ch. 5	Ch. 3	Unit 5	Unit 7	Bk. A, Module 10 H	No	Lesson 12	Ch. 10	No	Ch. 5

Our Constitution at work	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship [illegible] SPL 3-4	By the People. For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
24) What legal qualifications must you have to become president? • What are the names of the current president/vice president? • How long is the president's term in office? • How many terms can the president serve? • If the president and vice-president both die in office, who would succeed them? • Where can you find this rule? • How can a president be removed from office?	No	Ch. 4	Unit 6, pp. 90, 91	Unit 10	Bk. A, Module 7 C	Lesson 8	Lesson 21	Ch. 4	pp. 54, 60	Ch. 3
25) How many U.S. Senators are there from each state? • What are the legal qualifications to become a Senator? • How long is his or her term of office? • How often can he run for re-election? • How can a Senator be removed from office? • What are the names of your Senators? • How can you find out if they have an office in your city or town? • How can you find out their Senate committee memberships? • How can you find out when your Senator is due for re-election?	No	Ch. 4	Unit 6, pp. 90, 91	Unit 9	Bk. A, Module 7 B	Lesson 12, 14	Lesson 19	Ch. 4	pp. 51, 52, 60	Ch. 3

Our Constitution at work	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
26. How many Representatives to the U.S. Congress does your state have? • What are the legal qualifications of Congressmen/women? • How long is his or her term of office? • How often can he run for re-election? • What's the name of <u>your</u> Representative? • How can you find out if he or she has an office in your city or town? • What is his or her party affiliation? • What sort of issues is he or she interested in? • How can you find out about his or her voting record? • How can you find out when your Representative is due for re-election?	No	No	No	Unit 9	Bk. A, Module 7 B	Lesson 12, 13	Lesson 18	Ch. 4	pp. 51, 160, Appen-dices	Ch. 3
27. If you wanted to contact your Senators or Representative in Washington, what are their addresses? • How do you address your Senator or Representative? • Why might you want to write to your Senators or Representatives? • How can they help you?	No	No	No	No	No	No	No	Ch. 4	No	No
28. What is the Cabinet? • What are the qualifications to become a Cabinet member? • What is the process of becoming a Cabinet member? • What are the tasks of the Cabinet members?	Ch. 7	Ch. 4	No	Unit 10	Bk. B, Module 7C	Lesson 9	No	Ch. 8	p.56	Ch. 3

Our Constitution at work	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
29) How are Supreme Court judges chosen? ▪ How many Supreme Court judges are there? ▪ How long is their term of office? ▪ What's the name of the Chief Justice of the Supreme Court? ▪ What sort of legal cases does the Supreme Court hear? ▪ How can a Supreme Court judge be removed from office?	Ch. 9	Ch. 4	Unit 6, Lesson 33, 36	Unit 11	Bk B, Module 7D	Lesson .18	Lesson 23	Ch. 3, 4	p. 58	p. 28
30) What is the role of "checks and balances" in government? ▪ Why do we have a system of checks and balances? ▪ Does any one branch of government have more power than another?	No	No	No	No	Bk B, Module 7, 7D	Lesson 19	No	No	No	p. 26
31) How does Congress make laws? ▪ Where does a law start? ▪ How long does it take to pass a law? ▪ Can the president st[illegible] a law from passing?	Ch. 8	No	No	Unit 9	Bk. B, Module 7B	Lesson 15	p. 73	Ch. 3,8	p. 51	No
Focus: State and city government										
32) Does your state government have a constitution? ▪ When was your Constitution signed? ▪ How many chambers are there in your state government? ▪ Who is your Representative to the state government? ▪ How can you find out about his or her voting record?	No	No	No	No	Bk. A, Module 8 A	Lesson 21	Lesson 27	No	p. 64	No

State and City Government	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People. For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
33) Where and when does your state government meet? ▪ If you wanted to contact your state Senator or Representative, what is his/her address? ▪ How do you address your state Senator or Representative? ▪ How can they help you?	No	No	No	No	No	No	Lesson 27	No	No	No
34) Who is the head of your state government and what is his/her title? ▪ What is his or her party affiliation? ▪ What sort of issues is he or she interested in? ▪ Does your state have term limits? ▪ When is the governor due for re-election? ▪ How do you address the governor? ▪ What sort of issues might you want to bring to his or her attention?	No	No	No	Unit 12	Bk. A, Module 8 A	Lesson 21	Lesson 27	Ch. 5	p. 64	Ch. 3
35) Who is the head of your city government and what is his or her title? ▪ What is his or her party affiliation? ▪ What sort of issues is he or she interested in? ▪ Does your city government have term limits? ▪ When is the mayor due for re-election or resignation? ▪ How do you address your mayor? ▪ What sort of issues might you want to bring to his or her attention?	No	No	No	Unit 12	Bk. A, Module 9 C	Lesson 23	Lesson 27	Ch. 5	p. 68	Ch. 3

State and Local Government	Citizenship: Passing the Test. SPL 2. .	Passport to Success in the U.S SPL 3+	The Uncle Sam Activity Book SPL 3+	Entry into Citizenship SPL 3+	English Through Citizenship Interm. SPL 3-4	By the People, For the People. SPL 4	Getting Your Citizenship SPL 4	Voices of Freedom SPL 4+	Handbook for Citizenship SPL 5	Preparing for Citizenship by Roy SPL 6
36) What sort of government does your city have? ▪ Does your town or city have a constitution or charter? ▪ How many members of city government are there? ▪ Who represents the area where you live? ▪ What is his or her party affiliation? ▪ What issues is he or she interested in? ▪ When is he or she due for re-election?	No	No	No	No	Bk. A, Module 9A, 9C	No	No	Ch. 5	p. 68	No
37) Where and when does your city government meet? ▪ How can you find out the date and times of city meetings? ▪ Who can attend city government meetings? ▪ Can anyone ask questions at these meetings? ▪ How do you get on the agenda to ask questions? ▪ Who can vote at these meetings? ▪ What is the 'Sunshine Law'?	No	No	No	No	Bk. A, Mod-ule 9A, 9C	No	No	No	No	No

SECTION 4: The New N-400 – Guidelines for Teachers

The N-400 Application for Naturalization has been revised and expanded to 14 parts. In addition, the fee for a single application has increased to $260 with fingerprints now costing $50.

FOCUS:

To those familiar with the old N-400, the headings may look similar. Indeed, most of the information the questionnaire seeks is the same although much more detail is needed in the answers. Part 10 particularly (the applicant's historical background) has been extended to 39 questions. This is the section most likely to provide the INS interviewer with a basis for seeking clarification and discussion. It therefore requires the applicant's careful attention.

Applicants and teachers can obtain copies of the recently revised N-400 Application Form from a number of sources. These include calling the INS Forms Line at 1-800-870-3676, the INS offices, some refugee resettlement agencies, and immigration lawyers' offices. In addition, the N-400 can be downloaded from the INS web page in several different forms (fillable and non-fillable) at <www.ins.usdoj.gov>. Click "Forms, Fees and Fingerprints" in the side bar and follow the directions to the listing of forms. (There **is** a direct URL, but the site is very busy and frequently has a "Site Unavailable" banner on it.)

Other Information resources available at the N-400 Form site include the following:

- *A Guide to Naturalization*: A very useful booklet that provides information on the benefits and responsibilities of citizenship, an overview of the naturalization process, and eligibility requirements. INS now offers this publication in several languages (English, Spanish, Tagalog, Chinese and Vietnamese). Although this document contains valuable information, its readability according to the Flesch-Kincaid Grade level tool in Microsoft Word is at an SPL 8+. Most limited English proficient students will need help understanding the information. The *Guide* contains:
  - Eligibility Requirements and Testing: This page details general and special requirements for becoming a naturalized U.S. citizen, and includes an interactive eligibility worksheet. Additionally, the page provides links to study guides and an interactive self-test for U.S. history and government.
  - Naturalization Application Procedures: From this page, applicants can download Form N-400, Application for Naturalization; and link to information on where to file the application, the fingerprint process, and fee waiver policies.
  - FAQs: This page provides answers to a list of frequently asked questions about naturalization and citizenship.
  - Filing Locations: This interactive map allows applicants to choose the state where they live and provides the address for the Service Center where the

completed Form N-400 should be sent. Residents of Colorado should send completed applications to:

USINS Nebraska Service Center, Attention N-400 Unit, P.O. Box 87400, Lincoln, NE 68501-7400

- Citizenship applicants may, in many cases, file their N-400 up to 90 days before their eligibility date. It is important, however, to understand the limitations on this rule (Please see the INS *A Guide to Naturalization: Form M-476*).
- The INS has made provisions for Fee Waivers for applicants who can document that the application fees would pose hardship (Please see the INS Fee Waiver Policies to be found on the "Forms and Fees" INS Web Page).
- Applicants who are over 55 years old with 15 years of continuous residence, or over 50 years old with 20 years of continuous residence are not required to take the English competence part of the test. They must still take the civics part of the test in a language of their choice. Applicants over the age of 65 who have lived in the U.S. as a Permanent Resident for periods totaling at least 20 years do not have to take the English test. They do have to take a modified and shortened version of the Civics test in the language of their choice. Those who qualify for one of these exceptions must be prepared to bring an interpreter.
- Applicants over the age of 75 do not have to submit fingerprints.
- Applicants with a physical or developmental disability or a mental impairment may be eligible for an exception to the English and civics requirements. To request an exception, applicants must file a *Medical Certification for Disability Exceptions* (Form N-648) with the application. This certificate must be completed by a licensed medical or osteopathic doctor or licensed clinical psychologist. For the disability waiver to be considered:

  1. the disability must be at least 1 year old or expected to last 1 year, and
  2. the disability must not have been caused by illegal drug use.

✪ **An applicant who qualifies for a medical exemption** from the English and civics requirement must still be able to take the Oath of Allegiance to the United States. The *Guide to Naturalization* (page 27) states, "If you cannot communicate an understanding of the meaning of the Oath because of a physical or mental disability, the INS may excuse you from this requirement."

An applicant's final and most significant hurdle in the Naturalization process is demonstrating an "Attachment to the Constitution" by taking the Oath of Allegiance. In fact, it is not until an applicant takes the Oath of Allegiance that he or she becomes a U.S. citizen. The Oath requires the applicant to promise to do three things:

1. renounce foreign allegiances.
2. support and defend the principles of the U. S. Constitution and the laws of the United States.
3. serve the United States. When required by law, citizens must be willing to:

   A) fight in the U. S. Armed Forces;

B) perform non-combatant service in the U. S. Armed Forces; and

C) perform civilian service for the United States.

- While evaluating each applicant, the INS additionally considers three other factors:
  1. Selective Service registration for all males who lived in the United States in any status other than as a lawful non-immigrant at any time between the 18th and 26th birthday. Male applicants who have failed to register for Selective Service before their 26th birthday, or who are unable to document that they registered, may not be eligible for naturalization until after their 31st birthday.
  2. Alien Discharge from the U. S. Armed Forces. An applicant who has received an exemption or discharge from the U.S. Armed Forces as a result of being an alien, may not be eligible for naturalization;
  3. Desertion from the U. S. Armed Forces. An applicant, who was ever convicted of desertion from the U. S. Armed Forces, is not eligible for naturalization.

Although the application and interview procedures for naturalization are standardized, each interviewer has a certain amount of latitude in the questioning and it varies from office to office and person to person. Instructors can gather valuable indications on these areas of latitude by having citizenship applicants come back to your program for debriefing as soon after the interview as possible. If you standardize your debriefing interview, you will soon begin to see a pattern that will help you better prepare your other students. Questions to which you want answers include:

- Did you pass? If the answer is negative, then:
- Did the interviewer tell you what was wrong with your answers?
- Did the interviewer tell you when you could take the test again?
- What questions did he or she ask?
- What reading/writing tasks did the interviewer give you?
- What was your interviewer's name?

Some applicants will join your program <u>after</u> mailing their N-400 but they have <u>not</u> kept a copy. It will help you to help the student by having them fill out another N-400 from memory (for record keeping purposes only. Not for mailing.). If they had someone else fill it in for them perhaps they can have that person fill in another copy. The copy will help the Instructor identify responses that may create difficulties at the Interview. Major inconsistencies may need the help of an immigration lawyer or (BIA) Board of Immigration Appeal certified counselor.

The oral answers at the interview must be consistent with the information on the N-400. The information provided by the applicant must be truthful. The penalty for failure to provide truthful information may result in dismissal of the application and the requirement to wait another five years to retake the test (and pay another $260 + $50) or, depending on the nature of the problem, deportation.

SECTION 5: Filling in the N-400

Focus:

The completed N-400 Application Form is intended to provide the INS with a full, and truthful biographical profile of each applicant. Therefore, applications that are readable and complete are less likely to experience delays than those that are hard to read or that are unresponsive to the questions. Use the recommendations and training in this curriculum to guide applicants to successful Citizenship Application completion.

A simple but important first step is to follow the INS instructions very carefully. These instructions include:

* PRINT. That means use capital letters to write responses throughout the application.
* Use BLACK PEN or TYPEWITER or BLUE PEN to write answers to the questions throughout the application.
* Write the "A-" NUMBER in the box at the top of each page throughout the application. The INS has left space for a nine-digit number. If the applicant has an A-number with only seven digits, he should put two zeros at the front of his number. Thus, if his number is 7654321, the applicant should write 007654321. If the applicant has an eight digit number, he should put just one zero at the front of his number.
* Encourage students to photocopy their application and **STORE THE COPY SAFELY** before sending the original to the INS

Each answer must be truthful and complete. Sometimes the answers may cause an applicant acute embarrassment. Even so, applicants need to be urged not to omit or "forget" any relevant information. Applicants will not able to "talk" their way out of omissions or half-truths at the interview. Citizenship applicants should understand that, because the FBI reads their fingerprints, the INS might know information about their previous history, even from another state, that can affect their application. Lying on an N-400 application can result in deportation. Even half- truths may be grounds for disqualification of their current application, resulting in a 5-year delay and another $260 application fee before reconsideration.

Instructors are cautioned against filling in the N-400 for applicants and thus making themselves liable for the veracity of the responses. (See Part 12 of the INS N-400 form).

Instructors are also cautioned against giving legal advice to applicants. For applicants with issues in their background that may need explanation to the INS, teachers can suggest they seek the advice of an experienced immigration lawyer, or BIA (Board of Immigration Appeals) certified counselor, and perhaps to have counsel accompany them to the interview (Send an **original** Form G-28, "Notice of Entry of Appearance as Attorney or Representative").

What's here and how to use it

To help teachers prepare their students thoroughly for this section of the application and interview, the exact wording and format of the new N-400 have been provided. This curriculum is based on the most recent revision to the N-400 (May 2001).

The new N-400 has a clearer layout but asks much more detailed and many more questions. In addition, the questions contain complex vocabulary. At this time, few texts cover the body of knowledge or language contained in the new N-400. Yet, applicants must fully understand the language if they are to fill in the application accurately themselves or provide information for someone else to fill it in for them. Even more importantly, applicants must be able to answer questions about this information – if asked at their interview. This curriculum provides the following:

- INS instructions for answering questions fully.
- Specific grammar points from the N-400 section and its vocabulary for teachers to target with materials that best meet their students' needs.
- A case study activity exemplifying issues in that N-400 section;
- Discussion questions to help students explore the issues and use the vocabulary;
- An enlarged view of each INS section (in Appendix A) containing a section of N-400 questions for students to answer for the case study subject.
- A reference guide of citizenship texts with chapter/page listings (together with their SPL level) to provide students with further practice.

Each case study is short and written in simple language. The Flesch-Kincaid Reading Grade Level tool (from MSWord dropdown menu "Tools") has been used to measure language complexity. The grade level is noted at the end of the story.

Instructors can simplify the case study stories or make them more linguistically challenging to meet their students' needs. Teachers can also augment the case study readings with stories of their own if the students need further practice.

In addition, illustrations to support content area instruction can be found in:

The Monolingual Oxford Picture Dictionary, by Norma Shapiro and Jayme Adelson-Goldstein, Oxford University Press, 1998.

Preparation for Part 1 questions: Your Name (The Person Applying for Naturalization)

ISSUES: *The INS wants to know the applicant's legal name, the name under which he or she entered the U.S. and any other names used.*

- *Often, applicants will have used nicknames or Americanizations of their name to ease co-workers' and friends' pronunciation problems.*
- *Sometimes, the applicant's name is misspelled on the Legal Permanent Resident Card (Green Card).*
- *This is the time to clarify each applicant's identification.*
- *If the applicant's legal name is different from the name on the Permanent Resident Card, the applicant needs to send the document that legally changed the name (marriage certificate, divorce decree, or court document) with his or her N-400.*
- *Applicants may also take this opportunity to seek a legal name change IF THEY WISH.*
- ***NOTE:** A Court can allow a name change at the time of naturalization. However, IT IS NOT FINAL until a Court naturalizes the applicant.*
- *LANGUAGE SKILLS: Present perfect.*
- *VOCABULARY: abbreviations, below, correct, exactly, if applicable, initials, legal, name change, optional, provide.*

Case Study

Viengkhone Keomanivong is the leader of his Lao community. The other Lao come to him for advice. Viengkhone has lived in the U. S. since 1982. But Viengkhone has never become a citizen. Now Viengkhone wants to be able to vote. So he applied for citizenship. He studied very hard. On the day of the interview, he dressed in his best clothes and went to the INS office. He was glad he studied so hard. He was able to answer all the questions. He could write the sentences the interviewer dictated to him. Then the interviewer said to him, "Viengkhone Keomanivong is a very long name. Would you like to change it to an American name?" Viengkhone wanted to please the interviewer. So he said, "Yes". Then Viengkhone Lokeomanivong left the office as "John Smith". It cost him $25.00 later to change his name back to Viengkhone Keomanivong. (148 words. Flesch Kincaid Grade Level of 5.7)

Discussion Topics:

1) Do you want to change your name?
2) How will you answer Question 1 (D)?
3) Have you ever used another name yourself? What was it? When?
4) Do you need to put that "other" name in Part 1?
5) What two things can you do if you want to keep your present name?
   - *Check the "No" box, and be ready to tell the Interviewer you want to keep your name.*
   - *Practice in class saying "No" to the Interviewer.*

TO THE TEACHER: Photocopy the Part 1 questions in the Appendix, page 52. The students should answer the questions for Viengkhone.

REFERENCE GUIDE (Part 1: Your Name)

English Through Citizenship by Kirn Literacy Level (Delta: 1989) SPL O	Unit 1
English Through Citizenship by Kirn Beginning (Delta: 1989) SPL 1-2	Unit 1
Citizenship: Passing the Test by Weintraub (New Readers Press, 1998) SPL 2	p. 167
Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J.Weston Walch, 1997) SPL 3+	pp. 84-85
English Through Citizenship by Kirn Intermediate A (Delta: 1989) SPL 3-5	Unit 1
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary, 2000) SPL 3+	Unit 1
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents, 1994) SPL 4+	Unit A
Citizenship: Ready for the Interview by Weintraub (New Readers Press, 2002) SPL 4-5	pp. 16-28
Citizenship Now by Becker and Edwards, (Contemporary Books, 1995) SPL 5-6	pp. 6-10

Preparation for Part 2 questions: (Information about Your Eligibility)

***ISSUES**: What is the basis of the applicant's eligibility for Naturalization? The following directions can be found in the INS Form M-476, A Guide to Naturalization, page 48.*

***#NOTE:** If the application for naturalization is on the basis of marriage to a U.S. citizen, the following 4 things should be included with the application:*

1) *Evidence that the U.S. spouse has been a citizen for the last 3 years, for example:*
   a) *Birth certificate (if the spouse NEVER lost citizenship since birth), OR*
   b) *Naturalization certificate, OR*
   c) *Certificate of citizenship, OR*
   d) *The inside of the front cover and signature page of the spouse's current U.S. passport, OR*
   e) *Form FS240, "Report of Birth Abroad of a Citizen of the U.S.A."*
2) *The applicant's current marriage certificate, AND*
3) *Proof of termination of ALL prior marriages of the applicant's spouse (divorce decree(s), annulment(s), or death certificate(s)); AND*
4) *Documents referring to the applicant and his or her spouse, for example:*
   a) *Tax returns, bank accounts, leases, mortgages, or birth certificates of children; OR*
   b) *IRS-certified copies of the income tax forms that the applicant and spouse filed for the past 3 years, OR*
   c) *An IRS tax return transcript for the last 3 years.*

If the applicant was married before, he or she should send proof that ALL earlier marriages ended (divorce decree(s), annulment(s), or death certificate(s)).

If the applicant was previously in the U. S. military service, it is necessary to send a completed original Form G-325B, "Biographic Information."

*If the applicant is currently in U.S.military service AND is seeking citizenship based on that service, it is necessary to send a COMPLETED original form N-426, "Request for Certification of Military or Naval Service" **AND** a completed original Form G-325B, "Biographic Information."*

***LANGUAGE SKILLS**: Present perfect, present continuous.*

***VOCABULARY**: at least, eligibility, on the basis of, "Other", qualifying military service, spouse.*

CASE STUDY

Tekla came to the U. S. eight years ago. He was 15 years old. He lived with his parents. There was a big fire in Tekla's apartment building. All the family's property was burned. Tekla's father spent a lot of money buying new clothes and new furniture for the family. He also got new immigration papers for himself. The new papers cost a lot of money. Tekla's father told his son to get his own papers. He told Tekla to apply for Permanent Resident status after he left school. Tekla could pay for the new papers with money from his first job. Tekla finished school and got a good job. Then he needed a car to get to work. He also needed an apartment. And he needed furniture for the apartment and new clothes for his new life. Every month Tekla had a lot of bills to pay. Tekla forgot about getting new immigration papers. Then last year Tekla met Royida. He wants to marry her. She has been in the U.S. eight years too. She is applying for Naturalization. She wants Tekla to apply too. (186 words. Flesch-Kincaid reading level: 4.8)

DISCUSSION TOPICS:

1) Which box should Tekla check in Part 2?
2) What advice would you give Tekla?
3) What must Tekla do?
4) What makes **YOU** eligible to apply for Naturalization?

TO THE TEACHER: Photocopy the Part 2 questions in the Appendix, page 53. The students should answer the questions for Tekla.

REFERENCE GUIDE (Part 2: Information About Your Eligibility)

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (Walch, 1997) SPL 3+	pp. 6-9, 85
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary, 2000) SPL 3+	Unit 1
Citizenship: Ready for the Interview by Weintraub (New Readers Press, 2002) SPL 4-5	pp. 29-32
Citizenship Now by Becker and Edwards, (Contemporary Books, 1995) SPL 5-6	pp. 6-10
By the People, For the People by Short, Seufert Bosco and Grognet (CAL, 1995) SPL 4	Lesson 3, pp.137-143
LifePrints ESL for Adults, Book 2 by Newman, (New Readers Press): 2002, SPL 2-4	Unit 10

Preparation for Part 3 questions: Information About You

ISSUES: *The INS is seeking more background information about the applicant.*

The INS also wants to know if the applicant has any conditions that might limit an office interview.

LANGUAGE SKILLS: *Mainly* ***to be*** *in the simple present*

VOCABULARY: *another type of accommodation, annulled, attach, based on, blind, country of birth, country of nationality, current marital status, date, deaf, disability, divorced, either, hearing impaired, impairment, never married, widowed, sight impaired, sign language interpreter, single, waiver, wheelchair.*

CASE STUDY:

Jasmin is 55 years old She has lived in the U.S. for 23 years. She is married to a U.S. citizen and has three sons. They all want her to become a citizen. Jasmin knows U.S. history and government. She can answer the questions in her preparation book easily. But Jasmin is worried. She has a hearing problem. Jasmin is a very proud woman. She doesn't like to tell people that she can't hear. She knows that her hearing gets worse when she is nervous. She's worried that she will fail her interview. She doesn't know what to do. She could ask for a Disability Waiver. She could ask for a Disability Accommodation. She could say nothing at all. What should she do? (123 words. Flesch-Kincaid reading level of 3.9)

DISCUSSION TOPICS:

1) Do you think Jasmin should get a Disability Waiver from taking the English and civics test?
2) Do you think Jasmin should ask for a Disability Accommodation? How would that help her?
3) Do you think you have any impairment that will make a fair interview very difficult or impossible? Will you describe it on your N-400?
4) What advice would you give Jasmin?

TO THE TEACHER: Photocopy the Part 3 questions in the Appendix, page 54. The students should answer the questions for Jasmin.

REFERENCE GUIDE (Part 3: Information About You)

English Through Citizenship Literacy Level by Kirn (Delta): 1989. SPL 0	Unit 1
English Through Citizenship Beginning by Kirn (Delta): 1989. SPL 1-2	Unit 1
Citizenship: Passing the Test by Weintraub (New Readers Press), 1998. SPL 2	p. 167
LifePrints ESL for Adults, Book 2 by Newman, (New Readers Press): 2002. SPL 2-4	Unit 10
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary), 2000. SPL 3+	Unit 2
Citizenship: Ready for the Interview by Weintraub (New Readers Press), 2002. SPL 4-5	pp. 33-46
Citizenship Now by Becker and Edwards, (Contemporary Books), 1995. SPL 5-6	pp. 6-10
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents), 1994. SPL 4+	Unit A& B

Preparation for Part 4 questions: Addresses and Telephone Numbers

***ISSUES**: Part 4 provides the INS with information about where the applicant lives so that they can contact him or her when they need to.*

***LANGUAGE SKILLS**: The ability to fill in a basic self-identification form is the primary skill needed.*

***VOCABULARY**: care of, if any, if different from, P.O.Box, space.*

CASE STUDY

Pedro is a farm worker. In the spring, he picks lettuce and vegetables in Texas. Then he follows the crops north. Pedro isn't married. He lives where the farm manager or union hall sends him. The place where he sleeps often doesn't have a name or street number. If his mother or his brothers in Mexico want to write to him, he gives them a post office box number. But he never lives anywhere more than a few weeks. Pedro wants to become a citizen and has been studying for his interview for a long time. He knows the answers to the history and government questions really well. He doesn't know how to fill in this part of the application. (120 words. Flesch-Kincaid reading grade level of 4.5)

DISCUSSION TOPICS:

1) How are the answers for 4 A different from 4 B?
2) Could Pedro give his mother's address in Mexico as his mailing address?
3) What sort of problems might this cause Pedro?
4) What could happen if the INS wants to ask Pedro a question or change his appointment date?
5) Can you give the INS an address where they can contact you in 6 or 9 months' time?
6) What advice would you give Pedro?

TO THE TEACHER: Photocopy the Part 4 questions in the Appendix, page 55. The students should answer the questions for Pedro.

REFERENCE GUIDE (Part 4: Addresses and Telephone Numbers):

English Through Citizenship Literacy Level by Kirn (Delta): 1989. SPL 0	Unit 1
English Through Citizenship Beginning by Kirn (Delta): 1989. SPL 1-2	Unit 1
Citizenship: Passing the Test by Weintraub (New Readers Press), 1998. SPL 2	p. 167
English Through Citizenship Intermediate A by Kirn (Delta): 1989. SPL 2-4	Unit 1
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary), 2000. SPL 3+	Unit 2
Citizenship: Ready for the Interview by Weintraub (New Readers Press), 2002. SPL 4-5	PP. 47-51
Citizenship Now by Becker and Edwards (Contemporary Books), 1995. SPL 5-6	pp. 6-10
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents), 1994. SPL 4+	Units A & B
Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch), 1997. SPL 3+	pp. 84-85

Preparation for Part 5 questions: Information for Criminal Records Search

ISSUES: *Part 5 answers provide INS the information needed for the FBI to make background checks on applicants.*

Language Skills: *Present passive; literacy skills associated with form filling and using the vocabulary of personal description.*

Vocabulary: *Asian or Pacific Islander, below, black, brown, blonde, bald, categories, eye color, feet, gender, gray, hair color, hazel, inches, height, maroon, other, pounds, race, red, sandy, unknown, weight, white.*

CASE STUDY

Esma is 29. She came to the U.S. in 1993 from Bosnia. She looks forward to becoming a citizen. She wants to be able to vote. For the last two years, Esma has been very sick. She had brown hair. But all her hair fell out. The doctor says that her hair will grow back. Until her hair grows back, a friend lent her a blonde wig. Esma has also lost a lot of weight. She used to weigh 138 lbs. Now she weighs 101 lbs. Her doctor tells her to eat a well-balanced diet. He says that she will get her weight back. (106 words. Flesch-Kincaid Reading Grade Level of 1.9)

DISCUSSION TOPICS:

1) The time from mailing the Naturalization application to the Interview is usually about 6 months. Should Esma fill in 5 C and 5 E as she hopes she will be in 6 months' time?
2) What is your height?
3) What is your weight?
4) What weight and hair color information is probably on Esma's driving license?
5) What advice would you give Esma?

TO THE TEACHER: Photocopy the Part 5 questions in the Appendix, page 56. The students should answer the questions for Esma.

REFERENCE GUIDE (Part 5 questions: Information for Criminal Records Search)

English Through Citizenship Beginning by Kim (Delta): 1989. SPL 1-2	Unit 1
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	Unit 2
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 52-53
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp. 6-10

Preparation for Part 6 questions: Information About Your Residence & Employment

ISSUES: *The INS wants to know the full background history on each applicant.*

Applicants who need more space should use a separate sheet of paper.

Applicants who attach additional papers to their application should remember to put their A number at the top and photocopy them too before sending the Application to INS.

#NOTE: *Applicants should list EVERY address where they have lived during the last 5 years (including in other countries), and EVERY place of employment (or, if the applicant was a student, the schools attended) during the last 5 years. Applicants should include military service. Applicants who work for themselves, should write "self employed".*

LANGUAGE SKILLS: *WH- questions plus present perfect.*

VOCABULARY: *current, during, latest, list(verb), include.*

CASE STUDY:

Nino and his brother own their own truck. They move furniture for a living. They don't work for someone else. They are self-employed. They are good and careful workers. They always come on time. They never lose or break any furniture. After they finish moving furniture, they always give the people a card with their name and phone number on it. And people tell their friends about Nino and his brother. They get lots of jobs every week from people who want help moving their furniture. They get perhaps as many as 200 jobs each year. (96 words. Flesch Kincaid Reading Grade Level of 4.4)

DISCUSSION TOPICS:

1. Who is Nino's employer?
2. What should Nino write in Part 6 B?
3. Do you think Nino should take his Income Tax papers with him to the Interview?
4. The N-400 Question 6 B has only 5 lines for employment. What should you do if you need more space?
5. What advice would you give Nino?

TO THE TEACHER: Photocopy the Part 6 questions in the Appendix, page 57. The students should answer the questions for Nino.

REFERENCE GUIDE (Question 6: Information about Residence & Employment)

English Through Citizenship, Intermediate A by Kirn, (Delta): 1989. SPL 2-4	Unit 1
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	Unit 3
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 54-63
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp.16 & 17
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents): 1994. SPL 4+	Units A& B
Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	pp. 79 & 81; 88-89
LifePrints ESL for Adults, Book 2 by Newman (New Readers Press): 2002. SPL 2-4	pp. 10-11

Preparation for Part 7 questions: Time Outside the United States *(Including Trips to Canada, Mexico, and the Caribbean Islands)*

ISSUES: *Each applicant must meet physical presence and continuous residence in the U.S. requirements (see NOTE below). Applicants who need more space to list their travels should use a separate sheet of paper and be sure to write their A number on it.*

*** NOTE:** *An applicant who has taken any trip outside the United States that lasted for 6 months or more since becoming a Permanent Resident, should send evidence that he or she continued to live, work, and/or keep ties to the United States, such as an IRS tax return "transcript" or an IRS-certified tax return listing tax information for the last 5 years (or 3 years if the application is on the basis of marriage to a U.S. citizen), or rent or mortgage payments and pay stubs (INS "Instructions-Form N-400" (5/31/01)*

**** NOTE:** The basis for naturalization is 5 years (3 years if married to a U.S. citizen) as a Permanent Resident without leaving the United States for trips of 6 months or longer. THAT BASIC CRITERION INCLUDES 30 months (18 months if married to a U.S. citizen) of "physical presence" in the United States AND 3 months of residence in the District or State of residence.*

Applicants for naturalization must meet two additional criteria. These include measurements of "physical presence" and "continuous residence" (See the INS A Guide to Naturalization, page 23 for a full presentation).

"Physical presence" means that an applicant must be physically present in the United States for a certain number of months to be eligible for naturalization.

"Continuous residence" involves the number of days an applicant has spent outside the U.S. during a single trip. Even if an applicant has never taken a trip that was long enough to disrupt the "continuous residence" rule, he may have taken so many short trips that he does not meet the "physical presence" rule.

However, time spent in employment aboard a boat owned by a U.S. citizen and registered in the U.S. is treated just like time spent in the United States and does not break the "continuous residence" rule. Such applicants may need, however, to have filed an N-470 "Application to Preserve Residence for Naturalization Purposes".

Nevertheless, for most applicants, time spent outside the United States for more than 6 months, but less than 1 year, may break or disrupt the "continuous residence" requirement.

***LANGUAGE SKILLS:** Simple past, present perfect questions.*

***VOCABULARY:** total days, outside of, trips, recent.*

CASE STUDY:

Elier works on a sailboat in Florida. The U.S. owner likes to rent the boat for fishing and vacation trips. Elier's job is to look after the sails and follow the captain's instructions. Sometimes people want to fish. Sometimes they want to sail to the Caribbean islands. On trips to the Caribbean Islands, Elier sometimes visits five or six different countries. Usually he stays only a few hours at each Island. Sometimes Elier stays several weeks. Elier works on the boat from April through September each year. He has worked on this boat since he came to this country in 1981. (101 words. Flesch Kincaid Reading Grade Level 5.8)

DISCUSSIONS TOPICS:

1) What document will show which countries Elier has visited and on what dates?
2) Elier has just 6 lines to list all his travels. What should he do if he doesn't have enough space?
3) Can you list all the times that you have left the U.S.?
4) Can you list how long you were gone?
5) What advice would you give an applicant who was out of the country a lot and who was not employed on a U.S.-owned boat?
6) What advice would you give Elier?

TO THE TEACHER: Photocopy the Part 7 questions in the Appendix, page 58. The students should answer the questions for Elier.

REFERENCE GUIDE to Part 7 questions: Time Outside the U.S.

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	pp. 79, 80, 87
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	Unit 3
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 64-70
Citizenship Now by Becker and Edwards, (Contemporary Books): 1995. SPL 5-6	pp. 6 & 7
English Through Citizenship by Kirn Intermediate A (Delta): 1989. SPL 3-5	Unit 1

Preparation for Part 8 questions: Information About Your Marital History

ISSUES: *Answers to the questions in Part 8 give INS information about who else might claim citizenship through their relationship to the applicant.*

LANGUAGE SKILLS: *Present perfect; time expressions (ever).*

VOCABULARY: *annulled, at birth, country of citizenship, current (spouse), died, divorced, ever, how marriage ended, immigration status, marital history, other, place, previous marriage, prior (spouse).*

CASE STUDY:

Nema came to the U. S. as an immigrant in April 1996. She was just 16 years old. Her aunt and uncle sponsored her. They were both U.S. citizens. They wanted her to live with them. Her father thought she would have a better life with her aunt and uncle than he could offer. He had eleven other children and no wife. In return, her aunt and uncle wanted her to work in their house. They also wanted her to marry their son, Rikal. Rikal was a U.S. citizen too. Nema worked in the house. Nema found it easy to look after her aunt and uncle and Rikal. It was much easier than looking after her father and eleven siblings. Rikal and Nema were married 3 months after she arrived. Then Rikal explained that he already had a U.S. girl friend. He wanted to marry his girl friend not Nema. Rikal's father did not like the U.S. girl friend. He told Rikal that he would give him no money if he married a U.S. girl. For three years, Rikal and Nema pretended to be married. Every night, Rikal would go out to spend his time with his girl friend. In the morning, he would come back and go to work. Then Rikal's father and mother died in a car accident. Rikal arranged to have his marriage to Nema annulled. Then he married his girl friend. He gave Nema some money to get her own apartment and he helped her get a job. (252 words. Flesch Kincaid Reading Grade Level of 4.1)

DISCUSSION TOPICS:

1. Is Nema eligible to apply for U.S. citizenship?
2. Can she apply for citizenship after 3 years of residence or after 5 years?
3. Now she is not married, will INS make Nema go back to her father's home?
4. What should Nema answer to Questions F2 and F5?
5. What advice would you give Nema?

TO THE TEACHER: Photocopy the Part 8 questions in the Appendix, page 60. The students should answer the questions for Nema.

REFERENCE GUIDE for Part 8: Information About Your Marital History

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997) SPL 3+	p. 90-91
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary), 2000. SPL 3+	Unit 3
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 71-78
Citizenship Now by Becker and Edwards, (Contemporary Books) 1995. SPL 5-6	pp. 26 & 27

Preparation for Part 9 questions: Information About Your Children

ISSUES: *As stated in the INS "Instructions for completing the N-400 Application for Naturalization": Applicants must write the total number of sons and daughters they have had. They should list* ***ALL*** *their children regardless of whether they are:*

- *alive, missing, or dead;*
- *born in other countries or in the United States;*
- *under 18 years old or adults;*
- *married or unmarried;*
- *living with the applicant or elsewhere;*
- *stepsons or stepdaughters or legally adopted; or*
- *born when the applicant was not married.*

Applicants should write information about all their sons and daughters. In the last column, "Current Address", applicants should write: "with me" if the son or daughter is currently living with the applicant; the street address and state or country where the son or daughter lives – if the son or daughter is ***NOT*** *currently living with the applicant; write "missing" or "dead" if that son or daughter is missing or dead.*

Applicants who need more space to list additional sons or daughters should attach a separate sheet of paper with their A-number written on it.

LANGUAGE SKILLS: *Basic literacy skills.*

VOCABULARY: *how many, provide information about, information on, separate sheet of paper.*

CASE STUDY:

Halima's job was to look after the family cow. She was walking the cow to the hillside when the soldiers came. Halima heard a lot of shooting. She hid among the rocks all day. After dark, she went back to her house. There was no light in the house. At first, she thought all her family was dead. Then she heard a small cry. It was her nephew, Yusuf. Her sister had thrown her body on top of her son to save him from the bullets. Her mother, father and all her brothers and sisters were dead. Yusuf was just 2 years old. Halima picked him up and ran back up the hill to hide in the rocks until morning. In the morning, she began the long walk to a refugee camp. She walked many days. Along the way, Halima met others walking to the camp. Sometimes they shared their food and water with Halima and Yusuf. When they reached the camp, Halima and Yusuf had to answer many questions. "Where are you from?" "How are you related?" "Who is your grandfather?" Halima was afraid that they would take Yusuf away. So, she told them that Yusuf was her son. A year later, Halima and Yusuf flew to the U.S. There they started a new life as mother and son.

In the U.S., Halima met Michael and they married. Michael had been married before. His wife had died. Michael and his first wife had had three sons. Halima looked after Michael's three children as well as Yusuf. Then Michael and Halima had two daughters. So, now Halima had six children to look after. She wanted to become a U.S. citizen. A librarian at the place where Halima studied citizenship was helping her fill in the N-400. Halima did not know how to answer the librarian's questions about her children. (309 words. Flesch-Kincaid Reading Grade Level of 4.0)

DISCUSSION TOPICS:

1) Was Yusuf really Halima's son?
2) How can she list Yusuf?
3) What relationship were Michael's three sons to Halima?
4) What relationship were the two daughters to Halima?
5) Do you have street addresses for all your children who are living outside the family home?
6) What advice would you give Halima?

TO THE TEACHER: Photocopy the Part 9 questions in the Appendix, page 61. The students should answer the questions for Halima.

REFERENCE GUIDE (Part 9): Information About Your Children

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch):1997. SPL 3+	p. 92
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	Unit 3
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 79-83
Citizenship Now by Becker and Edwards, (Contemporary Books): 1995. SPL 5-6	pp. 36-37

Preparation for Part 10 (General Questions) 1 - 7:

ISSUES: *Questions 1 through 5 concern issues of fraudulent misrepresentation; Questions 6 and 7 concern issues of affiliation and personal experience.*

LANGUAGE SKILLS: *Present perfect; time expressions (never, always, sometimes etc.), quantifiers (some, any, none)*

VOCABULARY: *any, claimed, confined, election, ever, failed to file, Federal, legally incompetent, local, mental institution, owe, registered, required, since becoming, state, taxes, title of nobility, vote, within.*

CASE STUDY:

Aster works long hours and doesn't have time to go to school to learn more English. One day, she took the morning off from work and went to renew her Driver's License*. The man at the counter asked her a lot of questions. She didn't understand some of them. She did her best to answer them politely. He asked her if she wanted to vote. Aster knew that voting is important, so she said yes. A week later, a card came in the mail addressed to her. The card told her where she should vote. Aster was afraid. She was not a citizen. She knew she could not vote yet. Aster put the card in the trash. On voting day, she stayed home. (123 words. Flesch-Kincaid Grade level of 2.2)

Some state laws permit voter registration on application following Driver License renewal. Instructors should check their own state's laws. (Missouri Revised Statutes: Ch.115.160)

DISCUSSION TOPICS:

1. What mistake did Aster make?
2. Voting is very important in the U.S. Who can vote?
3. How old must you be before you can vote?
4. Do you have to have a Driver's License if you want to vote?
5. After you become a citizen, where can you register to vote?
6. What advice would you give Aster?

TO THE TEACHER: Photocopy the Part 10 A questions in the Appendix, page 62. The students should answer the questions for Aster.

REFERENCE GUIDE (Part 10 A: General Questions 1-7):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch):1997. SPL 3+	pp.95-96
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	pp.84-88
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 79-83
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp. 68-69; 25-28

Preparation for Part 10 B (Affiliations) Questions 8 – 12:

ISSUES: *The questions in this section are designed to reflect the applicant's affiliations in his or her country of origin* ***and*** *since arrival in the U. S.*

Question 8 (a) is general and intended to give applicants the opportunity to list their memberships and/or associations with any groups recent or distant, whether social, work-related or religious.

LANGUAGE SKILLS: *Present perfect plus EVER.*

VOCABULARY: *advocate(d), allied with, attach, associated with, association, because of, club, concentration (camp), directly/indirectly, established with, extermination (camp), force, foundation, fund, labor (camp), list (verb) member of, military (unit), Nazi, race, occupied by, overthrow, membership (in a particular group), national origin, opinion, organization, paramilitary (unit), party, persecuted, political, religion, separate(adj.), similar group, self-defense (unit), society, terrorist (organization), totalitarian (party), transit (camp), vigilante (unit), violence.*

* *The volume and complexity of this vocabulary is daunting! However, students need to know enough of it to understand the purpose of the questions ... particularly in view of the present heightened security concerns.*

CASE STUDY:

Mustafa left his own country because of the war. His family was not able to leave. He wants them to come and join him one day. Mustafa works hard to make a good home for them. He joined his trade union so that he could get a good job. He meets many people from his country at his mosque. On Saturdays, he plays football with men from a church nearby. (70 words. Flesch-Kincaid Grade level of 3.1)

DISCUSSION TOPICS:

1) Will Mustafa be in trouble with the INS for joining the trade union?
2) Will Mustafa be in trouble with the INS for attending the mosque?
3) Will Mustafa be in trouble with the INS for playing football with the men from a church?
4) What sort of groups does the INS worry about?
5) How can you tell if you are with a "bad" group?
6) What advice would you give Mustafa?

TO THE TEACHER: Photocopy the Part 10 B questions in the Appendix, page 63. The students should answer the questions for Mustafa.

REFERENCE GUIDE (Part 10 B: Affiliations: Question 8)

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p. 97
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p.45
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 89-90
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp. 97-100

Preparation for Part 10 B *Affiliations(continued):*

***ISSUES**: Questions 9 through want applicants to list their memberships and/or association with specific groups. Applicants should provide explanations where appropriate.*

***LANGUAGE SKILLS**: As for previous section.*

***VOCABULARY:** As for previous section.*

CASE STUDY:

Boris is a bricklayer. He lives wherever he finds new homes under construction. He is a young unmarried man and he often feels lonely. After work, he sometimes goes to the local bar with men from the work site. He was very pleased when they asked him to join their club. Now he wouldn't feel lonely. He did not understand all the things they told him about their club. One day he asked his teacher why men sometimes dress up in white sheets and burn crosses in front of the homes of African Americans. His teacher explained about the Ku Klux Klan organization. Boris stopped going to that club. (109 words. Flesch-Kincaid reading level of 4.5)

DISCUSSION QUESTIONS:

1) What does the Klan advocate?
2) Will Boris be in trouble with the INS for participating in the activities of the Ku Klux Klan?
3) Are Klan activities similar to persecution?
4) What law do some of the activities of the Klan break? (Civil Rights)
5) Are there other groups (in your country or the U.S.) that persecute some people?
6) What advice would you give Boris?

TO THE TEACHER: Photocopy the Part 10 B questions in the Appendix, page 63. The students should answer the questions for Boris.

REFERENCE GUIDE (Part 10 B: Affiliations: Questions 9-12)

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch):1997. SPL 3+	p.94
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p.45
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp.91-95
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp.59-60
By the People by Short, Seufert-Bosco and Grognet (CAL): 1995. SPL 4	p.140-143
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents): 1994. SPL 4+	pp.38, 39

Preparation for Part 10 C (Questions 13 and 14) Continuous Residence:

ISSUES: Part 10 C contains two separate but related topics. The first is failing to file a truthful Income Tax return and the second is lying to the government.

Instructors can contact their local tax office to get copies of the Federal, state and local regulations governing non-residence and its effect on taxable income.

As stated in INS "Instructions for completing the N-400 Application for Naturalization ": If the applicant has ever failed to file an income tax return since becoming a Permanent Resident, he or she should send: all correspondence with the Internal Revenue Service (IRS) regarding the failure to file.

Language Skills: Present perfect, "since" plus reduced adverbial clause.

Vocabulary: nonresident, tax return, failed (to file), considered (yourself), Federal, local, state.

CASE STUDY:

Elena and Miguel both work very hard. Elena is a housekeeper in a hotel. Miguel has a small truck farm. Two years ago, Elena's mother was very sick. Elena went back to her country to look after her mother. Elena was gone for more than 3 months. Life was difficult for Miguel. He was lonely without Elena. Miguel had to send money to help support Elena and her mother. Elena earned no money for three months. A friend told Miguel that they did not have to pay Income Tax that year because Elena was a non-resident. So, for one year, Elena and Miguel paid no taxes on Elena's income. Later, Miguel realized the information was wrong. Miguel went to the tax office and told them his story. Now, they are paying the missing taxes a little each month. (138 words. Flesch-Kincaid reading level of 5.5)

DISCUSSION TOPICS:

1) Did Miguel file a tax return every year?
2) Did Miguel fail to file a complete tax return the year Elena went to look after her mother?
3) What made Miguel consider his wife a non-resident?
4) How many different kinds of tax do we pay?
5) How can you make sure that friends are giving you good advice?
6) What advice would you give Miguel?

TO THE TEACHER: Photocopy the Part 10 C questions in the Appendix, page 64. The students should answer the questions for Miguel.

REFERENCE GUIDE (Part 10 C Continuous Residence: Questions 13 & 14):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p. 95
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p.46
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	p.96
Citizenship Now by Becker and Edwards (Contemporary Books): 1995. SPL 5-6	pp. 68-69

Preparation for Part 10 D (Questions 15 –21) Good Moral Character:

ISSUES: *"Good moral character" is the focus of the questions in this section. Citizenship applicants need to keep in mind that the FBI will read their fingerprints and that prior legal records may be made available to the INS.*

LANGUAGE SKILLS: *Present perfect.*

VOCABULARY: *alternative sentencing, attorney, arrested, charged with, cited, convicted of, crime, deferred (adjudication), detained, diversion, deferred prosecution, jail, law enforcement officer, moral character, offense, otherwise cleared, paroled, prison, (placed on) probation, purpose, rehabilitative (program), sealed, suspended (sentence), withheld adjudication.*

NOTE 1: *As stated in the INS "Guide to Naturalization":*

*If (an applicant) has ever had any **arrest or conviction vacated, set aside, sealed, expunged, or otherwise removed from (the) record**, (the applicant) should send:*

An original or court-certified copy of the court order vacating, setting aside, sealing, expunging, or otherwise removing the arrest or conviction, OR an original statement from the court that no record exists of your arrest or conviction.

*If (an applicant) has ever been arrested or detained by any law enforcement officer for any reason, and **no charges were filed** , (the applicant) should send:*

An original official statement by the arresting agency or applicable court confirming that no charges were filed.

*If the applicant has ever been arrested or detained by any law enforcement officer for any reason, and **charges were filed,** (the applicant)should send:*

An original or court-certified copy of the complete arrest record and disposition for each incident (dismissal order, conviction record, OR acquittal order).

*If the applicant has ever been **convicted or placed in an alternative sentencing program or rehabilitative program, such as a drug treatment or community service program**, (the applicant)should send:*

- ☐ *An original or court-certified copy of the sentencing record for each incident; AND*
- ☐ *Evidence that the applicant completed the sentence:*
  - *An original or certified copy of the probation or parole record, OR*
  - *Evidence of a completed alternative sentencing program or rehabilitative program.*

NOTE 2: *If the applicant fits any of the situations outlined above, he or she may want to consult an immigration lawyer or counselor before sending in the N-400.*

CASE STUDY:

Lila was eleven years old when she came to live in Kansas City, Kansas with her mother. Lila did not want to come to the U.S. In her country, Lila's family had no home. They moved often and stayed with friends and relatives. In her country, Lila did not have to help her mother with housework. Lila did not go to school. She liked going with her father to meet with other men who didn't work. When she was hungry, she would beg food from the street food sellers. Lila liked her life.

Life in the U.S. was very different. The government gave Lila's mother an apartment, so they stopped moving around. The government found a job for Lila's mother so she could earn money to pay for the apartment. Lila had to help with the cleaning and cooking. There were no street food sellers. Lila had to go to school. Most of all, Lila missed going out with her father. Lila did not like the U.S.

Lila stopped going to school. She went to the malls. When she was hungry, she took food from the empty tables in the food courts. Men gave her money if she smiled at them and walked around with them for a while. Then she could buy some of the pretty things in the stores. One day, one of the men called the police and told them Lila stole his money. Lila was arrested on July 4, 1999.

The police called Lila's mother. The lawyer explained to the judge that Lila's mother had to work. He said that no one could make Lila stay in school. Her mother had tried very hard. He said Lila always stole things. The Juvenile Court put Lila in a children's home. The judge told Lila to work hard and not run away. He told Lila that if she could show good behavior, her lawyer could ask the court to seal her record. (324 words. Flesch-Kincaid Grade level of 3.5)

DISCUSSION TOPICS:

1) What examples of Lila's moral character can you find in her story?
2) Lila and her mother did not speak English. Who spoke to the judge for them?
3) Why didn't the judge offer to put Lila on probation?
4) What did the judge offer to do if Lila worked hard and did not run away?
5) What would be the advantage of sealing her records, if Lila applied for citizenship?
6) What other words might describe the program the judge put Lila in? (Rehabilitative)
7) What advice would you give Lila and her mother?

TO THE TEACHER: Photocopy the Part 10 D questions in the Appendix, page 65. The students should answer the questions for Lila.

REFERENCE GUIDE: (Part 10 D: Good Moral Character: Question 15-21)

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p. 96
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	pp. 47-49
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp. 97-101
By the People by Short, Seufert-Bosco and Grognet (CAL): 1995. SPL 4	pp. 140-143

Preparation for Part 10 D (continued) (Questions 22 through 24):

ISSUES: *Applicants may be considered habitual drunkards if they have multiple arrests for drunk and disorderly conduct or for DWI (driving while intoxicated). Occasional drinking which does not incur the attention of the police is not considered drunkenness.*

Polygamy – having more than one spouse at the same time – is against the law in the U.S. Citizenship applicants who for religious or other reasons have more than one spouse may wish to seek legal advice about their eligibility before proceeding with their N-400 application.

*Question 22(f) refers to money from **illegal** gambling. Many states have now legalized gambling opportunities. Citizenship applicants may need help distinguishing between legal and illegal gambling.*

LANGUAGE SKILLS: *Present perfect. Present perfect passive.*

VOCABULARY: *following (questions), (if) applicable, sealed, otherwise (cleared), crime, offense, arrested, cited, detained, including, law enforcement, lie(d), official, gain (entry), admission, convicted, (been) placed, alternative sentence(ing), rehabilitative program, for example, diversion, deferred prosecution, withheld adjudication, deferred (adjudication), suspended sentence, (placed on) probation, paroled, in jail, prison, following table, (more) space, outcome or disposition, documentation, habitual drunkard, prostitute, procured, smuggled, controlled substances, illegal drugs or narcotics, more than one person, at the same time, enter the United States illegally, gambled illegally, received income from illegal gambling, false or misleading information, while applying for, benefit (noun), prevent deportation, exclusion, or removal.*

CASE STUDY:

Before Ibrahim came to the U. S., he lived in a United Nations refugee camp for three years. While he was in the camp, a letter came from his father. The letter said that his older brother had died. His father told him that now Ibrahim must marry the widow, Aster, so that the family could keep the dowry. Ibrahim agreed. When Ibrahim received his visa to come to the U.S., he also asked for visas for Aster and her three children. On the application, he said that Aster was his wife. In fact, he had never met her.

It was five years before Aster and the children were able to come to the U.S. By that time, Ibrahim had married Mulu, another woman from his country. They had four children. Ibrahim did not speak much English and had difficulty reading and writing. He was often unemployed. His family was on Welfare and TANF. Ibrahim did as much as he could to help Aster find housing. Ibrahim was worried. He knew the government would not let him put a second family on Welfare. One night, he put Mulu and his four children in the car and drove to Oregon. It took three days. Many people from his country lived in Oregon. They helped him find an apartment. Ibrahim still had difficulty keeping a job. The workers at the Welfare office did not know him, so he was able to get Food Stamps and benefits for his wife and children. He had no money to send Aster. (256 words. Flesch-Kincaid Grade level of 5.1)

DISCUSSION TOPICS:

1) How many women think of Ibrahim as their husband?
2) What false or misleading information did Ibrahim give the government?
3) How should Ibrahim answer Question 22(e)?
4) How many dependents does Ibrahim have?
5) Why couldn't Ibrahim put both his families on Welfare?
6) What advice would you give Ibrahim? Aster? Mulu?

TO THE TEACHER: Photocopy the Part 10 D questions 22-24 in the Appendix, page 66. The students should answer the questions for Ibrahim.

REFERENCE GUIDE: (Part 10 D: Good Moral Character: Question 22-24)

Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	p.105

Preparation for Part 10 E (Questions 25 through 28) Removal, Exclusion, and Deportation Proceedings:

ISSUES: *Deportation plus applicants' previous or unresolved interaction with the INS focus the questions of this section.*

- *Applicants may need help distinguishing between deportation and voluntary departure. Although voluntary departure does not have the serious implications of deportation, Citizenship applicants with either in their record, may wish to seek legal advice about their eligibility before proceeding with their N-400 application.*

LANGUAGE SKILLS: *Present perfect.*

VOCABULARY: *removal, deportation (proceedings), deported, excluded, exclusion, pending against (you), removed, rescission (the act of rescinding).*

CASE STUDY:

Julio is 17 years old and he's from Cuba. He has 5 brothers and 4 sisters. Julio is the oldest. His father died in a fishing accident 3 years ago. Julio's mother works very hard. Julio wants to help. He knows he needs a good job. If he can earn enough money, then his brothers and sisters can finish their education.

Julio decides to go to Florida. He will travel in the family's small boat. There are good jobs in Florida. The U.S. Coast Guard stops his boat. They send him back to Cuba.

Two years later, Julio flies to Florida. His uncle in Miami sponsors him. Now he can get a good job and send money home to his mother. (121 words. Flesch-Kincaid grade level of 4.0.)

DISCUSSION TOPICS:

1) Did Julio enter the U.S. illegally?
2) Will the U.S. Coast Guard deport Julio?
3) Did the INS later give Julio a visa to enter the U.S. legally?
4) Should Julio talk to a U.S. immigration lawyer before filling in answers to the questions in Part 10 of the N-400?
5) Many students can give him advice. Should Julio take the students' advice or the lawyer's?

TO THE TEACHER: Photocopy the Part 10 E questions 25-28 in the Appendix, page 67. The students should answer the questions for Julio.

REFERENCE GUIDE (Part 10 E: Removal, Exclusion and Deportation: Questions 25-28):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p. 95
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p.52
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	p.106
Citizenship Now by Becker and Edwards, (Contemporary Books): 1995. SPL 5-6	pp.78-80
By the People by Short, Seufert-Bosco and Grognet (CAL):1995. SPL 4	pp.140-143

Preparation for Part 10 F (Questions 29 through 32) Military Service:

ISSUES: *Questions in this section focus on participation in the U.S. military service. The content of the questions also addresses "good moral character" issues of honesty and loyalty.*

LANGUAGE SKILLS: *Present perfect.*

VOCABULARY: *served, U. S. Armed Forces, drafted, exemption, military service, deserted.*

CASE STUDY:

Ali came to this country seven years ago. In his country, Ali had to join the Army. Ali's two older brothers also joined the army. They were killed in a war. Ali didn't want to be killed so he ran away from the army. He didn't go back home because the police would have put him in prison. He became a refugee in a country nearby. Two years later, he was able to get a refugee visa to come to the U.S.

Ali was 22 years old when he came to the U.S. He registered with the Selective Service. The U.S. has not called him to serve in the Army. (110 words. Flesch-Kincaid grade level of 3.9)

DISCUSSION TOPICS:

1) Did Ali serve in the army of his country?
2) Did Ali desert from the army?
3) Did Ali go to another country to avoid military service?
4) Did Ali register with the U.S. Selective Service?
5) Did the U.S. call Ali to serve in the army?
6) Did Ali apply for exemption from service with the U.S. military?
7) Did Ali leave the U.S. to avoid serving in the U.S. army?
8) What advice would you give Ali?

TO THE TEACHER: Photocopy the Part 10 F questions 29-32 in the Appendix, page 68. The students should answer the questions for Ali.

REFERENCE GUIDE (Part 10 F: Military Service: Questions 29-32):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch, 1997) SPL 3+	p.94
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p. 53
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	p.107
Citizenship Now by Becker and Edwards, (Contemporary Books) 1995. SPL 5-6	pp.68-69

Preparation for Part 10 G (Question 33) Selective Service Registration:

ISSUES: *The law requires that all males between the ages of 18 and 25 – including U.S. citizens, permanent residents AND UNDOCUMENTED ALIENS – register for the Selective Service. Females do not have to register. Eligible male residents who fail to register within one month of their 18th birth date or date of arrival can be prosecuted.*

- *The INS will not process the Citizenship application of an unregistered male who is under the age of 31 UNTIL he reaches the age of 31.*
- *The Selective Service will not register an applicant who has passed his 26th birthday.*
- *Male applicants who are already 31 years of age and who lived in the U.S. between the ages of 18 and 31, and who did not register for the Selective Service should check the YES box beside Question 24, and attach a written explanation of their failure to register. Applicants should remember to put their A-number at the top.*
- *The U. S. Patriot Act, passed in 2001, has not changed any of the above requirements.*
- *Male applicants can contact the Selective Service at 1-847-688-6888 for a Status Information letter.*
- *Further Selective Service information can be found online at http://www.sss.gov/ack.htm*

LANGUAGE SKILLS*: Relative clauses, composition skills, "because" statements.*

VOCABULARY*: attach, below, information, lawful, nonimmigrant, provide, register, statement, status.*

CASE STUDY:

Van was 14 when he came to the U.S. with his older sister, Le. His sister got a job. Van went to school. When Van graduated from school, his teacher told him to register for the Selective Service. Van registered at the Post Office. In time, the Selective Service sent him a card showing his Selective Service number.

Van heard about a good job in California. He moved to California. After a time, he heard about good jobs in other places, so he moved more times. First, he moved to New York and then to Florida. When Van was 26, he decided to go to school. He wanted to learn computer programming.

He applied to the college for money to help pay his expenses. The college asked to see his Selective Service registration card. Van couldn't find it. Van was upset. If he didn't have a Selective Service number, the college could not lend him money. The college checked with the federal Selective Service register. Van's name wasn't there. Van called his sister. Le didn't have the card either. (179 words. Flesch-Kincaid Grade level of 4.4)

DISCUSSION TOPICS:

1) Did Van register for the Selective Service?
2) How can Van prove that he registered?
3) What number can Van call for help?
4) How can Van get help from the Internet?
5) If Van does not have a computer at home, where can he go for web-based help?
6) What advice would you give Van?

TO THE TEACHER: Photocopy the Part 10 G, question 33 in the Appendix, page 69. The students should answer the questions for Van.

REFERENCE GUIDE (Part 10 G: Selective Service Registration: Question 33):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p.94
Entry into Citizenship by Becker and Siegel (McGraw-Hill/Contemporary): 2000. SPL 3+	p.54
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	p.108
Citizenship Now by Becker and Edwards, (Contemporary Books): 1995. SPL 5-6	pp.68-69

Preparation for Part 10 H (Questions 34-39) Oath Requirements:

ISSUES: *The INS wants to know that applicants are prepared to be loyal to the U.S. and its Constitution.*

NOTE: *If (the applicant) answers "No" to any of these questions, he or she should attach (1) a written explanation why the answer was "No" with their A number and (2) any additional information or documentation to explain the answer.*

LANGUAGE SKILLS*: First conditional "if" questions, short written narratives.*

VOCABULARY: *allegiance, civilian (direction), documentation, explanation, form of government, full (oath), requires, perform, national importance, noncombatant (services), oath, requirements, support, text, willing to take.*

CASE STUDY:

Qasem came to the U.S. six years ago after his country lost a war with the U.S. Qasem fought in the army of his country. After the war, Qasem was in a prisoner of war camp. Then he was in jail for four months. Qasem escaped. He went to a United Nations refugee camp. He wanted to start life again in a country where there was no war. In time, Qasem came to the U.S as a refugee. The government helped him find an apartment and a job. Now Qasem has an American wife and two beautiful sons. He has a good job and he is going to school. He likes living in the U.S. He would like to be a citizen, but he has brothers who still live in his country. If the U.S. and his country go to war again, Qasem knows that he might have to shoot one of his own brothers. Qasem is very worried about taking the oath. He doesn't think he can promise all the things in the oath honestly. (176 words. Flesch-Kincaid Grade level of 3.9*)*

DISCUSSION TOPICS:

1) How did the U.S. help Qasem?
2) Has Qasem's life improved since he came to the U.S.?
3) What must Qasem promise to do if he takes the full oath of allegiance?
4) Why does Qasem hesitate to take the full oath of allegiance?
5) What advice would you give Qasem?

TO THE TEACHER: Photocopy the Part 10 H, questions 34-39 in the Appendix, page 70. The students should answer the questions for Qasem.

REFERENCE GUIDE (Part 10 H: Oath Requirements: Questions 34-39):

Passport to Success in the U.S. by Petherbridge-Hernandez and O'Donnell (J. Weston Walch): 1997. SPL 3+	p.97
Citizenship: Ready for the Interview by Weintraub (New Readers Press): 2002. SPL 4-5	pp.109-115
Citizenship Now by Becker and Edwards, (Contemporary Books) 1995. SPL 5-6	pp.88-89
By the People by Short, Seufert-Bosco and Grognet (CAL): 1995. SPL 4	pp.150-152
Voices of Freedom by Bliss and Molinsky (Prentice Hall Regents): 1994. SPL 4+	pp.38-40

Preparation for Part 11 - Your Signature:

ISSUES: *Although small in size, this little section commits the applicant to the veracity of ALL THE INFORMATION submitted on the previous pages. It is critically important, therefore, that the students understand all the long words here and the significance of putting their signature on it.*

LANGUAGE SKILLS: *Basic literacy.*

VOCABULARY: *hereby certify, penalty of perjury, evidence, authorize, release, determine my eligibility, naturalization, signature.*

Photocopy the Part 11 in the Appendix, page 71.

Preparation for Part 12 - Signature of Person Who Prepared this Application for You (If Applicable):

ISSUES: *Although this section is for the person who prepared this form, it is important for the applicant to realize that the answers are only as good as the honesty of the information he or she provided.*

LANGUAGE SKILLS: *Literacy: the ability to read and understand the need for full and complete honesty in responding to all the questions on the N-400.*

VOCABULARY: *declare, under penalty of perjury, at the request of the above person, are based on information, of which I have personal knowledge, in response to, exact questions, contained on this form.*

Photocopy the Part 12 in the Appendix, page 72.

Preparation for Part 13 - Signature at Interview:

ISSUES: *The applicant needs to be clear that he or she should NOT sign this part until the INS interviewer instructs him or her to do it.*

LANGUAGE SKILLS: *Literacy: the ability to read and understand the statement, and understand the seriousness of the promise the applicant is signing in this section.*

VOCABULARY: *swear, affirm, certify, contents, subscribed, including corrections, evidence, submitted, to the best of my knowledge and belief.*

Photocopy the Part 13 in the Appendix, page 73.

Preparation for Part 14 - Oath of Allegiance:

ISSUES:

1. *The Oath makes a very strong claim for loyalty on the part of the applicant.*
2. *Some interviewers ask the applicant to read the Oath aloud **and** to explain it.*

LANGUAGE SKILLS: *Literacy.*

VOCABULARY: *scheduled, oath ceremony, required, immediately prior, acknowledge, willingness, absolutely and entirely renounce and abjure, fidelity, any foreign prince, potentate, state, sovereignty, heretofore, true faith and allegiance, bear arms, on behalf of, noncombatant services, work of national importance, civilian direction, obligation freely, without any mental reservation, purpose of evasion.*

Oath of Allegiance

If your application is approved, you will be scheduled for a public oath ceremony at which time you will be required to take the following oath of allegiance immediately prior to becoming a naturalized citizen. By signing below, you acknowledge your willingness and ability to take this oath.

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty; of whom or which I have heretofore been a subject or citizen:

- that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;
- that I will bear true faith and allegiance to the same;
- that I will bear arms on behalf of the United States when required by the law;
- that I will perform noncombatant service in the armed forces of the United States when required by the law;
- that I will perform work of national importance under civilian direction when required by the law; and
- that I take this obligation freely, without any mental reservation or purpose of evasion; so help me God.

Photocopy the Part 14 in the Appendix, page 74.

APPENDIX A

Print clearly or type your answers using CAPITAL letters. Failure to print clearly may delay your application. Use black or blue ink.

Part I. Your Name (The Person Applying for Naturalization

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. Your current legal name:

Family Name *(Last Name)*

Given Name *(First Name)*

Full Middle Name *(If applicable)*

B. Your name exactly as it appears on your Permanent Resident Card.

Family Name *(Last Name)*

Given Name *(First Name)*

Full Middle Name *(If applicable)*

C. If you have ever used other names, provide them below.

Family Name (Last Name)	Given Name (First Name)	Middle Name

D. Name change *(optional)*

Please read the Instructions before you decide whether to change your name.

1. Would you like to legally change your name? ☐ Yes ☐ No
2. If "Yes," print the new name you would to use. Do not use initials or abbreviations when writing your new name.

Family Name *(Last Name)*

Given Name *(First Name)*

Full Middle Name

For INS use only

Bar Code :: Date Stamp

Remarks

Action

Part 2. Information About Your Eligibility *(Check Only One)*

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

I am at least 18 years old **AND**

A. ☐ I have been a Lawful Permanent Resident of the United States for at least 5 years.

B. ☐ I have been a Lawful Permanent Resident of the United States for at least 3 years, **AND** I have been married to and living with the same U.S. citizen for the last 3 years, AND my spouse has been a U.S. citizen for the last 3 years.

C. ☐ I am applying on the basis of qualifying military service.

D. ☐ Other *(Please explain):* _____

_____

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

Part 3. Information About You

A. Social Security Number _ _ _-_ _-_ _ _ _

B. Date of Birth *(Month/Day/Year)* _ _/_ _/_ _ _ _

C. Date You Became a Permanent Resident *(Month/Day/Year)* _ _/_ _/_ _ _ _

D. Country of Birth

E. Country of Nationality

F. Are either of your parents U.S. citizens? *(If yes, see Instructions)* ☐ Yes ☐ No

G. What is your current marital status? ☐ Single, Never Married ☐ Married ☐ Divorced ☐ Widowed

☐ Marriage Annulled, or Other *(Explain)* _____

H. Are you requesting a waiver of the English and/or U.S. History and Government requirements based on a disability or impairment and attaching a Form N-648 with your application? ☐ Yes ☐ No

I. Are you requesting an accommodation to the naturalization process because of a disability or impairment? *(See Instructions for some examples of accommodations?)* ☐ Yes ☐ No

If you answered "Yes", check the box below that applies:

☐ I am deaf or hearing impaired and need a sign language interpreter who uses the following language:

_____

☐ I use a wheelchair.

☐ I am blind or sight impaired.

☐ I will need another type of accommodation. Please explain: _____

_____

_____

Part 4. Addresses and Telephone Numbers

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. Home Address – Street Number and Name *(Do NOT write a P.O. Box in this space).* | Apartment Number

City | County | State | ZIP Code | Country

B. Care of | Mailing Address – Street Number and Name *(If different from home address)* | Apartment Number

City | County | State | ZIP Code | Country

C. Daytime Phone Number *(If any)* | Evening Phone Number *(If any)* | E-mail Address *(If any)*

(_ _ _)_ _ _ - _ _ _ _ | (_ _ _)_ _ _ - _ _ _ _

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

Part 5. Information for Criminal Records Search

Note: The categories below are those required by the FBI. See Instructions for more information.

Gender

A. ☐ Male ☐ Female

B. Height

Feet Inches

C. Weight

Pounds

B. Race:

☐ White ☐ Asian or Pacific Islander ☐ Black ☐ American Indian or Alaskan Native ☐ Unknown

C. Hair Color

☐ Black ☐ Brown ☐ Blonde ☐ Gray ☐ White ☐ Red ☐ Sandy ☐ Bald (No hair)

D. Eye color:

☐ Brown ☐ Blue ☐ Green ☐ Hazel ☐ Gray ☐ Black ☐ Pink ☐ Maroon ☐ Other

Part 6. Information About Your Residence and Employment

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. Where have you lived during the last 5 years? Begin with where you live now and then list every place you lived for the last 5 years. If you need more space, use a separate sheet of paper.

Street Number and Name, Apartment Number, City, State, Zip Code and Country	Dates (Month/Year)	
	From	To
Current Home Address – Same as Part 4 A	__/____	Present
	__/____	__/____
	__/____	__/____
	__/____	__/____
	__/____	__/____

B. Where have you worked (or, if you were a student, what schools did you attend) during the last 5 years? Include military service. Begin with your current or latest employer and then list every place you have worked or studied for the last 5 years. If you need more space, use a separate sheet of paper.

Employer or School Name	Employer or School Address Street, City and State	Dates (Month and Year)		Your Occupation
		From	To	
		__/____	__/____	
		__/____	__/____	
		__/____	__/____	
		__/____	__/____	
		__/____	__/____	

Part 7. Time Outside the United States

(Including Trips to Canada, Mexico, and the Caribbean Islands)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. How many total days did you spend outside of the United States during the past 5 years? ☐ days

B. How many trips of 24 hours or more have you taken outside of the United States during the past 5 years? ☐ trips

C. List below all the trips of 24 hours or more that you have taken outside of the United States since becoming a Lawful Permanent Resident. Begin with your most recent trip. If you need more space, use a separate sheet of paper.

Date You Left the United States *(Month/Day/Year)*	Date You Returned to the United States *(Month/Day/Year)*	Did Trip Last 6 Months or More?		Countries to Which You Traveled	Total Days Out of the United States
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		
_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _	☐ Yes	☐ No		

Part 8. Information About Your Marital History

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. How many times have you been married (including annulled marriages)? ☐

If you have **NEVER** been married, go to Part 9.

B. If you are now married, give the following information about your spouse:

1. Spouse's Family Name (*Last Name*) | Given Name (*First Name*) | Full Middle Name (*If applicable*)

2. Date of Birth (*Month/Day/Year*) _ _/_ _/_ _ _ _

3. Date of Marriage (*Month/Day/Year*) _ _/_ _/_ _ _ _

4. Spouse's Social Security Number _ _ _-_ _-_ _ _ _

5. Home Address – Street Number and Name | Apartment Number

City | State | ZIP Code

C. Is your spouse a U.S. citizen? ☐ Yes ☐ No

D. If your spouse is a U.S. citizen, give the following information:

1. When did your spouse become a U.S. citizen? ☐ At birth ☐ Other

If "Other", give the following information:

2. Date your spouse became a U. S. citizen _ _/_ _/_ _ _ _

3. Place your spouse became a U.S. citizen (*Please see Instructions*)
City and State

E. If your spouse is **NOT** a U.S. citizen, give the following information:

1. Spouse's Country of Citizenship | 2. Spouse's INS "A" Number (*If applicable*) A _ _ _ _ _ _ _ _ _

3. Spouse's Immigration Status
☐ Lawful Permanent Resident ☐ Other:

F. If you were married before, provide the following information about your prior spouse. If you have more than one previous marriage, use a separate sheet of paper to provide the information requested in Questions 1-5 below:

1. Prior spouse's Family Name (*Last Name*) | Given Name (*First Name*) | Full Middle Name (*if applicable*)

2. Prior spouse's immigration status
☐ U.S. Citizen
☐ Lawful Permanent Resident
☐ Other _____

3. Date of Marriage (*Month/Day/Year*) _ _/_ _/_ _ _ _

4. Date Marriage Ended (*Month/Day/Year*) _ _/_ _/_ _ _ _

5. How marriage ended:
☐ Divorce ☐ Spouse died ☐ Other _____

Part 8. Information About Your Marital History (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

G. How many times has your current spouse been married (including annulled marriages)? ☐

If your spouse has EVER been married before, give the following information about your spouse's prior marriage:
If your spouse has more than one previous marriage, use a separate sheet of paper to provide the information requested in Question 1-5 below.

1. Prior pouse's Family Name *(Last Name)* | Given Name *(First Name)* | Full Middle Name *(if applicable)*

2. Prior spouse's immigration status
- ☐ U.S. Citizen
- ☐ Lawful Permanent Resident
- ☐ Other _____

3. Date of Marriage *(Month/Day/Year)* _ _/_ _/_ _ _ _

4 Date Marriage Ended *(Month/Day/Year)* _ _/_ _/_ _ _ _

5. How marriage ended:
☐ Divorce ☐ Spouse died ☐ Other _____

Part 9. Information About Your Children

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

A. How many sons and daughters have you had? For more information on which sons and daughters you should include and how to complete this section see the Instructions.

B. Provide the following information about all of your sons and daughters. If you need more space, use a separate sheet of paper.

Full Name of Son or Daughter	Date of Birth *(Month/Day/Year)*	INS "A" number *(If child has one)*	Country of Birth	Current Address *(Street, City, State & Country)*
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		
	_ _/_ _/_ _ _ _	A _ _ _ _ _ _ _ _ _		

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

PART 10: Additional Questions...

Please answer questions 1 through 14. If you answer "Yes" to any of these questions, include a written explanation with this form. Your written explanation should (1) explain why your answer was "Yes", and (2) provide any additional information that helps to explain your answer.

A. General Questions

1) Have you **EVER** claimed to be a U. S. citizen (in writing or any other way)? ☐Yes ☐No

2) Have you **EVER** registered to vote in any Federal, state, or local election in the United States? ☐Yes ☐No

3) Have you **EVER** voted in any Federal, state, or local election in the United States? ☐Yes ☐No

4) Since becoming a Lawful Permanent Resident have you **EVER** failed to file a required Federal, state, or local tax return? ☐Yes ☐No

5) Do you owe any Federal, state, or local taxes that are overdue? ☐Yes ☐No

6) Do you have any title of nobility in any foreign country? ☐Yes ☐No

7) Have you **EVER** been declared legally incompetent or been confined to a mental institution within the last 5 years? ☐Yes ☐No

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

PART 10: Additional Questions (continued)

B. Affiliations

8) a. Have you **EVER** been a member of or associated with any organization, association, fund, foundation, party, club, society, or similar group in the United States or in any other place? ☐Yes ☐No

b. If you answered "Yes", list the name of each group below. If you need more space, attach the names of the other group(s) on a separate sheet of paper.

Name of Group	Name of Group
1)	6)
2)	7)
3)	8)
4)	9)
5)	10)

9) Have you **EVER** been a member of or in any way associated (*either directly or indirectly*) with ☐Yes ☐No
   a) The Communist Party? ☐Yes ☐No
   b) Any other totalitarian party? ☐Yes ☐No
   c) A terrorist organization?

10) Have you **EVER** advocated *(either directly or indirectly)* the overthrow of any government by force or violence? ☐Yes ☐No

11) Have you **EVER** persecuted *(either directly or indirectly)* any person because of race, religion, national origin, membership in a particular social group, or political opinion? ☐Yes ☐No

12) Between March 23, 1933, and May 8, 1945, did you work for or associate in any way *(either directly or indirectly)* with:
   a) The Nazi government of Germany? ☐Yes ☐No
   b) Any government in any area (1) occupied by, (2) allied with, or (3) established with the help of the Nazi government of Germany? ☐Yes ☐No
   c) Any German, Nazi, or S.S. military unit, paramilitary unit, self-defense unit, vigilante unit, citizen unit, police unit, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, or transit camp? ☐Yes ☐No

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

C. Continuous Residence

Since becoming a Lawful Permanent Resident of the United States:

13) Have you **EVER** called yourself a "nonresident" on a Federal, state, or local tax return? ☐Yes ☐No

14) Have you **EVER** failed to file a Federal, state, or local tax return because you considered yourself to be a "nonresident"? ☐Yes ☐No

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

D. Good Moral Character

For the purposes of this application, you must answer "Yes" to the following questions, if applicable, even if your records were sealed or otherwise cleared or if anyone, including a judge, law enforcement officer, or attorney, told you that you no longer have a record.

15) Have you **EVER** committed a crime or offense for which you were NOT arrested? ☐Yes ☐No

16) Have you **EVER** been arrested, cited, or detained by any law enforcement officer (including INS and military officers) for any reason? ☐Yes ☐No

17) Have you **EVER** been charged with committing any crime or offense? ☐Yes ☐No

18) Have you **EVER** been convicted of a crime or offense? ☐Yes ☐No

19) Have you **EVER** been placed in an alternative sentencing or a rehabilitative program (for example: diversion, deferred prosecution, withheld adjudication, deferred adjudication)? ☐Yes ☐No

20) Have you **EVER** received a suspended sentence, been placed on probation, or been paroled? ☐Yes ☐No

21) Have you **EVER** been in jail or prison? ☐Yes ☐No

If you answered "Yes" to any of questions 15 through 21, complete the following table. If you need more space, use a separate sheet of paper to give the same information.

Why were you arrested, cited, detained, or charged?	Date arrested, cited, detained, or charged *(Month/Day/Year)*	Where were you arrested, cited detained or charged? *(City, State, County)*	Outcome or disposition of the arrest, citation, detention or charge (*No charges filed, charges dismissed, jail, probation etc.)*

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

PART 10: Additional Questions (continued)

D. Good Moral Character (continued)

Answer questions 22 through 33. If you answer "Yes" to any of these questions, attach (1) your written explanation why your answer was "Yes", and (2) any additional information or documentation that helps explain your answer.

22) Have you **EVER**

a) been a habitual drunkard? ☐Yes ☐No

b) been a prostitute, or procured anyone for prostitution? ☐Yes ☐No

c) sold or smuggled controlled substances, illegal drugs or narcotics? ☐Yes ☐No

d) been married to more than one person at the same time? ☐Yes ☐No

e) helped anyone enter or try to enter the United States illegally? ☐Yes ☐No

f) gambled illegally or received income from illegal gambling? ☐Yes ☐No

g) failed to support your dependents or to pay alimony? ☐Yes ☐No

23) Have you **EVER** given false or misleading information to any U. S. government official while applying for any immigration benefit or to prevent deportation, exclusion, or removal? ☐Yes ☐No

24) Have you **EVER** lied to any U. S. government official to gain entry or admission into The United States? ☐Yes ☐No

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

E. Removal, Exclusion, and Deportation Proceedings

25) Are removal, exclusion, rescission or deportation proceedings pending against you? ☐Yes ☐No

26) Have you **EVER** been removed, excluded, or deported from the United States? ☐Yes ☐No

27) Have you **EVER** been ordered to be removed, excluded, or deported from the United States? ☐Yes ☐No

28) Have you **EVER** applied for any kind of relief from removal, exclusion, or deportation? ☐Yes ☐No

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

F) Military Service

29) Have you **EVER** served in the U. S. Armed Forces? ☐Yes ☐No

30) Have you **EVER** left the United States to avoid being drafted into the U. S. Armed Forces? ☐Yes ☐No

31) Have you **EVER** applied for any kind of exemption from military service in the U. S. Armed Forces? ☐Yes ☐No

32) Have you **EVER** deserted from the U.S. Armed Forces? ☐Yes ☐No

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

G) Selective Service Registration

33. Are you a male who lived in the United States at any time between your 18th and 26th birthdays in any status except as a lawful nonimmigrant? ☐Yes ☐No

If you answered "NO" go on to question 34.

If you answered "YES" provide the information below.

If you answered eg "YES", but you did NOT register with the Selective Service System and are still under 26 years of age, you must register before you apply for naturalization, so that you can complete the information below:

Date Registered *(Month/Day/Year)* _ _/_ _/_ _ _ _ Selective Service Number _ _/ _ _ _/ _ _ _ _

If you answered "YES" but you did NOT register with the Selective Service and you are now 26 years old or older, attach a statement explaining why you did not register.

PART 10: Additional Questions (continued)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

H. Oath Requirements (See Part 14 for the text of the oath.)

Answer questions 34 through 39. If you answer "No" to any of these questions, attach (1) your written explanation why the answer was "No" and (2) any additional information or documentation that helps to explain your answer.

34) Do you support the Constitution and form of government of the United States? ☐Yes ☐No

35) Do you understand the full Oath of Allegiance to the United States? ☐Yes ☐No

36) Are you willing to take the full Oath of Allegiance to the United States? ☐Yes ☐No

37) If the law requires it, are you willing to bear arms on behalf of the United States? ☐Yes ☐No

38) If the law requires it, are you willing to perform noncombatant services in the U.S. Armed Forces? ☐Yes ☐No

39) If the law requires it, are you willing to perform work of national importance under civilian direction? ☐Yes ☐No

Part 11. Your Signature

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

I hereby certify, under penalty of perjury under the laws of the United States of America, that this application, and the evidence submitted with it, are all true and correct. I authorize the release of any information which the INS needs to determine my eligibility for naturalization.

Your Signature

Date (*Month/ Day/Year*)
/ /

Part 12. Signature of Person Who Prepared this Application for You (If Applicable)

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

I declare under penalty of perjury that I prepared this application at the request of the above person. The answers provided are based on information of which I have personal knowledge and/or were provided to me by the above named person in response to the ***exact questions*** contained on this form.

Preparer's Printed Name

Preparer's Signature

Date *(Month/Day/Year)*
_ _ / _ _ / _ _ _ _

Preparer's Firm or Organization Name *(if applicable)*

Preparer's Daytime Phone Number
(_ _ _) _ _ _ - _ _ _ _

Preparer's Address – Street Number and Name

City

State

Zip Code

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

Do Not Complete Parts 13 and 14 Until an INS Officer Instructs You To Do So

Part 13. Signature at Interview

I swear (affirm) and certify under penalty of perjury under the laws of the United States of America that I know that the contents of this application for naturalization subscribed by me, including corrections numbered 1 through _____ and the evidence submitted by me numbered pages 1 through _____, are true and correct to the best of my knowledge and belief.

Subscribed to and sworn to (affirmed) before me _____ _____
Officer's Printed Name or Stamp Date *(Month/Day/Year)*

Complete Signature of Applicant

Officer's Signature

Part 14. Oath of Allegiance

Write your INS "A" number here:
A _ _ _ _ _ _ _ _ _

If your application is approved, you will be scheduled for a public oath ceremony at which time you will be required to take the following oath of allegiance immediately prior to becoming a naturalized citizen. By signing below, you acknowledge your willingness and ability to take this oath:

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty; of whom or which I have heretofore been a subject or citizen:

that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;

that I will bear true faith and allegiance to the same;

that I will bear arms on behalf of the United States when required by the law;

that I will perform noncombatant service in the armed forces of the United States when required by the law;

that I will perform work of national importance under civilian direction when required by the law; and

that I take this obligation freely, without any mental reservation or purpose of evasion; so help me God.

Printed Name of Applicant

Complete Signature of Applicant

APPENDIX B

SAMPLE CIVICS QUESTIONS

From: INS "*A Guide to Naturalization*" *Form M-476.*

1. What are the colors of our flag?

   Red, white, and blue

2. What do the stars on the flag mean?

   One for each state

3. How many stars are there on our flag?

   50

4. What color are the stars on our flag?

   White

5. How many stripes are there on the flag?

   13

6. What do the stripes on the flag represent?

   The first 13 states

7. What colors are the stripes on the flag?

   Red and white

8. How many states are there in the Union (the United States)?

   50

9. What do we celebrate on the 4th of July?

   Independence Day

10. Independence Day celebrates Independence from whom?

    England

11. What country did we fight during the Revolutionary War?

    England

12. Who was the first president of the United States?

    George Washington.

13. Who is the President of the United States today?

14. Who elects the President of the United States?

    The Electoral College

15. Who becomes our President if the President dies?

    The Vice President

16. What is the Constitution?

    The supreme law of the land.

18. What do we call changes to the Constitution?

    Amendments

19. How many changes, or amendments, are there to the Constitution?

    27*

20. What are the three branches of our Government?

    Executive, Judicial, and Legislative.

21. What is the legislative branch of our Government?

    Congress

22. What makes up Congress?

    The Senate and the House of Representatives.

23. Who makes the Federal laws in the United States?

    Congress.

24. Who elects Congress?

    The citizens of the United States.

25. How many Senators are there in Congress?

    100

26. For how long do we elect each Senator?

    Six (6) years

27. Name the two Senators from your State.

    1. _____

    2. _____

28. How many voting members are in the House of Representatives?

    435

29. For how long do we elect each member of the House of Representatives?

    Two (2) years.

30. What is the supreme law of the United States?

    The Constitution.

31. What is the Bill of Rights?

    The first ten amendments to the Constitution.

SAMPLE CIVICS QUESTIONS

From: INS "*A Guide to Naturalization*" *Form M-476.*

32. What is the capital of the state you live in?

    _____

33. Who is the current governor of the state you live in?*

    _____

34. Who becomes President if both the President and Vice President die?

    Speaker of the House

35. Who is the Chief Justice of the Supreme Court?

    William Rehnquist*

36. Name some countries that were our enemies during World War II?

    Germany, Italy, and Japan.

37. What was the 49th state added to our Union (The United States)?

    Alaska

38. How many full terms can a President serve?

    Two (2).

39. Who was Martin Luther King, Jr.?

    A civil rights leader

40. What are some of the requirements to be eligible to become President?

    Candidates for President must:
    - ***Be natural born citizens;***
    - ***Be at least 35 years old;***
    - ***Have lived in the United States for least 14 years.***

41. Why are there 100 senators in the United States Senate?

    Each state elects two.

42. Who nominates judges for the Supreme Court?

    The President.

43. How many Supreme Court justices are there?

    Nine (9)

44. Why did the Pilgrims come to America?

    To gain religious freedom.

45. What is the head executive of a state government called?

    Governor.

46. What is the head executive of a city government called?

    Mayor

47. What holiday was celebrated for the first time by American colonists?

    Thanksgiving.

54. Who was the main writer of the Declaration of Independence?

    Thomas Jefferson.

55. When was the Declaration adopted?

    July 4, 1776.

56. What are some of the basic beliefs of the Declaration of Independence?

    That all men are created equal and have the right to life, liberty, and the pursuit of happiness.

57. What is the national anthem of the United States?

    The Star-Spangled Banner.

58. Who wrote the Star-Spangled Banner?

    Francis Scott Key

59. What is the minimum voting age in the United States?

    Eighteen (18)

60. Who signs bills into law?

    The President.

61. What is the highest court in the United States?

    The Supreme Court.

62. Who was President during the Civil War?

    Abraham Lincoln.

63. What did the Emancipation Proclamation do?

    It freed the slaves.

64. What special group advises the President?

    The Cabinet.

SAMPLE CIVICS QUESTIONS

From: INS *"A Guide to Naturalization" Form M-476.*

65. Which President is called the "Father of our Country"?

    George Washington.

66. Which President was the first Commander in Chief of the U.S. Army and Navy?

    George Washington.

67. What was the 50th state added to our Union (the United States)?

    Hawaii.

68. Who helped the Pilgrims in America?

    The American Indians/Native Americans

69. What is the name of the ship that brought the Pilgrims to America?

    The Mayflower

70. What were the 13 original states of the United States called before they were states?

    Colonies.

71. What group has the power to declare war?

    Congress.

72. Name the amendments that guarantee or address voting rights.

    15th, 19th and 24th.

73. In what year was the Constitution written?

    1787.

74. What are the first 10 amendments to the Constitution called?

    The Bill of Rights.

75. Whose rights are guaranteed by the Constitution and the Bill of Rights?

    All people living in the United States.

76. What is the introduction to the Constitution called?

    The Preamble.

77. Who meets in the U.S. Capitol building?

    Congress.

78. What is the name of the President's official home?

    The White House.

79. Where is the White House located?

    Washington, DC.

80. Name one right or freedom guaranteed by the first amendment.

    The rights of freedom:
    Of speech;
    Of religion,
    Of assembly, and
    To petition the Government.

81. Who is the Commander-in-Chief of the United States military?

    The President.

82. In what month do we vote for the President?

    November.

83. In what month is the new President inaugurated?

    January.

84. How many times may a senator or Congressman be re-elected?

    No limit.

85. What are the two major political parties in the United States today?

    Democratic and Republican.

86. What is the executive branch of our Government?

    The President, the Cabinet, and the departments under the cabinet members.

87. Where does freedom of speech come from?

    The Bill of Rights.

88. What Immigration and Naturalization Service form is used to apply for naturalized citizenship?

    Form N-400 (Application for Naturalization).

SAMPLE CIVICS QUESTIONS

From: INS "*A Guide to Naturalization*" Form M-476.

89. What kind of government does the United States have?

    A Republic.

90. Name one purpose of the United Nations.

    For countries to discuss and try to resolve world problems or to provide economic aid to many countries.

91. Name one benefit of being a citizen of the United States.

    To obtain Federal Government jobs, to travel with a U.S. passport, or to petition for close relatives to come to the United States to live.

92. Can the Constitution be changed?

    Yes.

93. What is the most important right granted to United States citizens?

    The right to vote.

94. What is the White House?

    The President's official home.

95. What is the United States Capitol?

    The place where Congress meets.

96. How many branches are there in the United States Government?

    The United States Government has three branches:
    - ***The Executive.***
    - ***The Legislative***
    - ***The Judicial***

Note: The answers to questions marked with asterisks will change. Check to be sure you have the correct answer. (INS Form M-481 (Rev. 12/00)Y)

SAMPLE CIVICS QUESTIONS FOR ELDERLY APPLICANTS

Persons over the age of 65 who are Permanent Residents and who have resided in the United States as Permanent Residents for at least 20 years have different requirements for history and government knowledge.

They may also be tested in the language of their choice since they are exempt from the English literacy requirements
From INS Form M-476 "*Guide to Naturalization*"

1. Why do we celebrate the Fourth of July?
   It is Independence Day.
2. Who was the first President of the United States?
   George Washington.
3. Who is the President of the United States now?
   George W. Bush*
4. What is the Constitution?
   The supreme law of the land.
5. What are the first 10 amendments to the Constitution called?
   The Bill of Rights.
6. Who elects Congress?
   The citizens of the United States.
7. *How many Senators are there in Congress?*
   100
8. *For how long do we elect each Senator?*
   Six (6) years
9. For how long do we elect each member of the House of Representatives?
   2 years
10. Who nominates judges to the Supreme Court?
    The President
11. What are the three branches of our Government?
    Legislative, Executive, and Judicial.
12. What is the highest court in the United States?
    The Supreme Court.
13. What major river running North to South divides the United States?
    The Mississippi River
14. The Civil War was fought over what important issues?
    Slavery and states' rights.
15. What are the two major political parties in the United States today?
    Republican and Democrat.
16. How many states are there in the United States?
    50
17. What is the capital of the United States?
    Washington, DC.
18. What is the minimum voting age in the United States?
    18
19. Who was Martin Luther King, Jr.?
    A civil rights leader.
20. What nation was first to land a man on the moon?
    The United States
21. What is the capital of your state?
    _____
22. What is it called if the President refuses to sign a bill into law and returns it to Congress with his objections
    Veto.
23. What two oceans border the United States?
    The Atlantic and Pacific Oceans.
24. What famous American invented the electric light bulb?
    Thomas Edison.
25. What is the national anthem of the United States?
    The Star-Spangled Banner.

Note: The answers to questions marked with asterisks will change. Check to be sure you have the correct answer. (INS Form M-481 (Rev. 12/00)Y)

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